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### IMPORTANCE OF INTEGRATING PROJECT-BASED LEARNING WITH DIGITAL TOOLS IN TEACHING EFL Annotation

The rapid shift in global civilization, from a market economy to a creative economy built on intellectual property, can be attributed to the development of efficient educational technologies and methodologies as well as their effective application in real-world settings. Due to the fact that approaches that are unproven in today's educational practice are undoubtedly becoming studies that end up in textbooks, and because a wide range of approaches are introduced into practice, the scientific community is aware of the significance of those approaches that are reflected in real life. One such strategy that is effectively employed in international teaching methodologies is project-based learning.

**Key words:** Project-based learning, digital tools, EFL instruction, Pedagogical encyclopedia, project.

### ВАЖНОСТЬ ИНТЕГРАЦИИ ПРОЕКТНОГО ОБУЧЕНИЯ С ЦИФРОВЫМИ ИНСТРУМЕНТАМИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Аннотация

Быстрый переход глобальной цивилизации от рыночной экономики к креативной экономике, основанной на интеллектуальной собственности, можно объяснить развитием эффективных образовательных технологий и методологий, а также их эффективным применением в реальных условиях. В связи с тем, что необоснованные в современной образовательной практике подходы, несомненно, становятся исследованиями, попадающими в учебники, а также потому, что в практику внедряется широкий спектр подходов, научное сообщество осознает значимость тех подходов, которые отражены в реальной жизни. Одной из таких стратегий, которая эффективно используется в международных методологиях преподавания, является обучение на основе проектов.

**Ключевые слова:** Проектное обучение, цифровые инструменты, обучение английскому языку, Педагогическая энциклопедия, проект.

### INGLIZ TILINI CHET TILI SIFATIDA O'QITISHDA LOYIHAGA ASOSLANGAN TA'LIMNI RAQAMLI VOSITALAR BILAN INTEGRASIYASI QILISHNING AHAMIYATI

Annotatsiya

Jahon sivilizatsiyasining bozor iqtisodiyotidan intellektual mulkka asoslangan ijodiy iqtisodiyotga tez o'tishini samarali ta'lim texnologiyalari va metodologiyalarining rivojlanishi hamda ularni real sharoitda samarali qo'llash bilan bog'lash mumkin. Bugungi ta'lim amaliyotida isbotlanmagan yondashuvlar, shubhasiz, darsliklarda tugaydigan tadqiqotlarga aylanib borayotgani va amaliyotga keng ko'lamli yondashuvlar joriy etilganligi sababli, ilmiy jamoatchilik real hayotda o'z aksini topgan yondashuvlarning ahamiyatini biladi. Xalqaro o'qitish metodologiyalarida samarali qo'llaniladigan bunday strategiyalardan biri bu loyihaga asoslangan ta'limdir. Ushbu maqolada loyihaga asoslangan ta'limning raqamli vositalar bilan bo'g'langanligi ahamiyati borasida so'z yuritilgan.

**Kalit so'zlar:** loyihaga asoslangan ta'lim, raqamli vositalar, EFL ko'rsatmasi, pedagogik entsiklopediya, loyiha.

Clarifying the genuine nature of each concept expedites the comprehension of its role and content in science, which in turn broadens the range of its practical applications and elevates it somewhat in importance. We discovered that it is essential to focus on the general and distinctive characteristics of project, design, and project-based learning, as well as to examine and provide commentary on their theoretical components, in order to make sense of our research perspectives, clarify specific concepts, and draw meaningful distinctions between them.

**-Literature review.** After 2000 years, the ideas that are used in education under the terms project, design method, project technology, design, and project-based learning methodology have gained significant scientific and practical importance as research objects in national pedagogy. In many cases, the concept itself is now widely understood as a method or technology.

In the Pedagogical encyclopedia, "a project is a plan, a goal, an idea. Pedagogical activity design is a plan, a target

idea of the teacher's use of innovations in the field of education. Each project should be created with deep thought...", "the design method is a teaching method in which the pedagogue designs the practical assignments given to the students in the course of education based on a pragmatic approach and ensures that the students demonstrate their knowledge and skills in the process of their implementation" [3].

**-Research Methodology.** The scientist B.Mamurov, who worked on the system of development of design skills, reflected more in his views on the lesson project and the technology of its design. In his opinion, "on the basis of the project, the teacher organizes and directs the actions of himself and his students" [2]. In another study, the concept of "project" is understood as an idea, practical development of thought-out plans, a holistic image of the pedagogical process in the future, or organizational and practical work in the preparation of a product. In which it is stated that everything that is related to the future in design and above all it is a high

level of uncertainty and predictability [5]. Also, the research of a number of pedagogues-scientists of our republic on the issues of creating educational process projects and designing the educational process made an incomparable contribution to the popularization of these concepts as an educational technology.

A question arises. So, what is project-based learning (Project-Based learning - PBL) and why is interest in this type of teaching increasing today?

Project-based learning is a dynamic classroom-lesson approach that is designed around real-life, real-world problems, guaranteed to gain deep knowledge through active learning [10]. According to Yasser Dar, Finley, Patrick M., Mayfield, Blayne E., Davis, David W. and others, PBL is active learning and inquiry, as opposed to relying on paper, memorization, teacher-led instructions, which present concrete evidence or show a fluid way to acquire knowledge by asking questions, posing problems, suggesting their scenarios is built on the basis of the method of teaching [12].

John Larmer, John Mergendoller and Suzie Boss say that project-based learning is a powerful teaching approach that, during its implementation, has:

encourages students to learn;

prepares pupils and students for higher education, profession, setting points of professional growth (planning individual professional trajectory), socially active citizenship;

helps pupils and students to perform well the tasks that require the demonstration of deep knowledge and thinking abilities (in our opinion, to fulfill the social order for the teacher);

enables teachers to teach more satisfactorily;

provides educational organizations with new ways to communicate and connect not only with parents, other communities, but also with the whole world [8].

Thomas Markham said that, "PBL integrates knowing and doing, students acquire basic knowledge, skills and competencies from the studied curriculum, as a result, they apply what they know to solve real-life problems and achieve important results. PBL focuses learning on the student rather than the curriculum, uses digital tools to produce collaborative high-quality products, and rewards students with intangible assets such as global development, creativity, emotional stability, resilience, and empathy that are demanded in today's world. Of course, these cannot be taught outside of textbooks, but must be activated through experience," he describes [9].

- **Analysis and results.** Digital transformation in EFL learning is the combination of modern digital technology, pedagogical advances, and developing teaching approaches to transform the total field of language learning. It is a comprehensive and diverse progression that profoundly reforms the educational environment, reconsiders teaching approaches, and reconceptualizes learner experiences. It utilizes the power of advanced technologies, such as mobile devices, artificial intelligence, virtual and augmented reality, gamification, and interactive online platforms. These technologies act as stimuli that allow learners to participate in language learning in a contemporary and stimulating manner. Such an approach surpasses geographical boundaries and provides learners access to real-world language materials, realistic settings, and immediate feedback mechanisms. All of these are vital for comprehensive language expansion.

Pedagogical evolution is also included in digital transformation. It requires a shift from traditional, teacher-centered teaching to learner-centric, collaborative, and adaptive techniques. The emphasis is on individualized learning methods, in which technology establishes instructional themes to individual learner requests, preferences, and progress. Gamified features are deliberately

used to boost motivation, promoting learners to join and persist in their language learning attempts actively. Furthermore, digital transformation promotes collaborative learning practices, encouraging communication skills through virtual cooperation, peer interactions, and worldwide relations.

Furthermore, digital transformation has brought a significant change in the way EFL learning takes place. It has highlighted the importance of data-driven decision-making. With the help of learning analytics and artificial intelligence algorithms, vast amounts of learner data can be analyzed to gain insights into individual and collective learning patterns. Educators can use these insights to improve instructional strategies, identify areas that need intervention, and customize learning experiences, ensuring that each learner receives the necessary support. Accordingly, this approach maximizes their language learning potential.

To summarize, digital transformation in EFL learning is not a one-time occurrence but a continual and dynamic process. It involves the integration of technological innovations, pedagogical adaptations, and the development of teaching roles. This transformation provides learners with supreme access to English language materials and appealing skills, while also developing a community of digitally literate, inspired, and globally linked language learners. As technology continues to advance, the concept of digital transformation in EFL learning will continue to evolve, anticipating a future where language learning is simplified and transformed.

Digital revolution revitalizes EFL classrooms by increasing learner engagement and motivation. Interactive multimedia features, gamification, and appealing simulations capture learners' attention, which transforms monotonous teachings into dynamic, participatory experiences. Gamified challenges, rewards, and real-time feedback mechanisms increase intrinsic motivation, enabling learners to join in and persevere in their language learning progression enthusiastically.

The process of digital transformation eliminates geographical barriers, which in turn gives learners access to a wide range of authentic language resources. By utilizing online articles, podcasts, videos, and interactive applications, learners are exposed to real-life language usage, various accents, and cultural nuances. This exposure to authentic materials not only enhances vocabulary but also refines comprehension skills and promotes cultural awareness, thereby providing a comprehensive language learning experience.

Digital technologies provide collaborative learning settings that extend beyond classroom boundaries. Learners use online platforms and forums to participate in collaborative projects, conversations, and peer feedback exchanges. This cooperative experience improves communication skills, intercultural competency, and teamwork. Furthermore, digital platforms connect learners all over the world, allowing them to contact English native speakers, participate in English language exchange programs, and widen their perspectives by interacting with people from a variety of linguistic and cultural backgrounds. Digital transformation has brought a wide range of learning styles. Nowadays, learners are exposed to various forms of multimedia, including audio-visual content, interactive quizzes, podcasts, virtual field trips, and gamified challenges. These different modalities supply individual learning preferences, ensuring that visual, auditory, and kinesthetic learners have proper approaches to understand, practice, and internalize language skills. Such diverse learning styles promote better comprehension and retention, as language ideas are strengthened through different sensory mechanisms.

So, project-based education offers numerous chances to engage in hands-on experiences that enhance

various aspects of the learner's development as mentioned above. At this juncture, it is feasible to list the shared characteristics of the ideas of project, design, and project-

based learning (PBL) that can supplement each other or embody the identical structure.

General aspects of the concepts of project, design and project-based learning		
implements person-based learning, mainly based on collective, cooperative, sometimes individual and differentiated learning	successful completion of educational standards, effective results are aimed	finding, identifying and solving problems in achieving the specified didactic goal, using modern technologies, unconventionality

Figure 1. General aspects of the concepts of project, design and project-based learning in general, there are types of project-based learning that appear at the sub-project level, distracting the teacher, the researcher and the learner from a deeper, more serious look at it. In order to analyze the definitions of the above concepts and the comparative table published by Amy Mayer on TeachThought University, an organization dedicated to innovation in education through the development of famous teachers [11].

- **Conclusion/Recommendations.** Conclusion. In conclusion, it can be said that project-based learning (PBL) is an educational approach that has been formed, developed, and

improved over the years of project, design, and project-based learning. Actions, methods, means, and conclusions carried out in the direction determined in the process go from induction to deduction, and sometimes require to go from deduction to induction. And in general, as a result of the study of foreign sources and research, it became clear that successful and high-quality PBL is not an imaginary plan or just a theory, as it may seem to a person only during the period of newcomers to this approach. Educators who have taken this approach effectively know where to focus to support the success of processaccelerating, transformative learners.

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