

# **THE EFFECTIVENESS OF THE PROJECT-BASED LEARNING METHOD IN MOTHER TONGUE EDUCATION: THEORETICAL FOUNDATIONS AND PRACTICAL EXPERIENCE**

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## **Abstract**

This article explores the importance of the Project-Based Learning (PBL) method in the development of students' knowledge, skills, and competencies in mother tongue education within the context of competency-based learning. The paper discusses the theoretical foundations and pedagogical features of PBL, its practical application in language teaching, and its impact on students' communicative competence. It examines how grammar, lexis, and syntax topics in mother tongue instruction can be taught through real-life tasks. The findings confirm the effectiveness of the PBL methodology in fostering creative thinking, independent learning, communication, and coherent expression skills among students. The conclusion offers methodological recommendations for integrating PBL into mother tongue instruction.

**Keywords:** mother tongue, project-based learning, PBL, primary education, competence, language skills, practical activity, innovative method.

**Introduction.** In the current era of educational reform, one of the key priorities is to integrate innovative methods and technologies into the learning process that enhance students' independent thinking, creativity, and ability to apply knowledge in real-life situations. Especially in general education schools, the formation of core language competencies—such as the ability to

communicate orally and in writing, express thoughts clearly and logically, and engage in analytical and creative thinking—is becoming increasingly vital.

**METHODS.** At the primary education stage, mother tongue instruction should not be limited to teaching grammar rules but must also develop students' linguistic thinking, communicative culture, and creative verbal abilities. This, in turn, necessitates the implementation of student-centered teaching approaches that position the learner as an active subject of the learning process. One such method that meets these requirements is Project-Based Learning (PBL), which focuses on developing learners' competencies through practical, goal-oriented tasks.

**RESULTS.** PBL transforms students from passive recipients of information into active creators of knowledge. This method fosters universal competencies such as solving real-life problems, working in teams, thinking independently, gathering and processing information, and expressing ideas both in writing and orally. In mother tongue education, the use of PBL can nurture aesthetic appreciation of language, enhance textual analysis skills, and promote effective use of stylistic and communicative strategies.

Thus, integrating the PBL methodology into mother tongue education is relevant not only from a theoretical but also from a practical standpoint. It serves as an effective tool for improving linguistic competence, enhancing the quality of education, and shaping progressive pedagogical practices. This requires thorough study of the methodology's scientific and didactic foundations and its gradual implementation in practice.

#### Main Part

Project-Based Learning (PBL) is a constructivist approach that emphasizes learners' activity, independence, and learning through real-world experience. Its theoretical underpinnings are rooted in several key pedagogical concepts.

American philosopher and educator John Dewey advocated for learning through practical experience. He believed that students should not acquire knowledge in a passive manner but through direct, purposeful activity. Dewey's

maxim “learning by doing” is a foundational idea behind PBL, which encourages learners to explore and solve real problems through active engagement.

Lev Vygotsky emphasized the role of social interaction, collaboration, and the "zone of proximal development" in learning. PBL employs small-group collaboration, where students co-construct knowledge and share responsibilities, while the teacher acts as a mentor or facilitator rather than a lecturer.

#### Key Features of PBL:

Problem-oriented learning – each project revolves around solving a specific problem;

Outcome-based approach – learning is directed toward creating a tangible final product (e.g., an article, poster, video, performance, wall newspaper);

Process-oriented structure – the learning process is organized into several stages: planning, investigation, development, presentation, and reflection.

#### PBL and the Competency-Based Approach

In modern education, competency-based instruction is a central paradigm, and PBL is one of its most effective implementation methods. Through PBL, the following competencies are developed:

Language and speech competence (expressing thoughts, asking questions, analyzing texts);

Information competence (gathering and evaluating data);

Communicative competence (engaging in discussion and collaboration);

Creative and critical thinking.

**DISCUSSION.** Compatibility of PBL with Mother Tongue Instruction. Core objectives of mother tongue education include:

Teaching grammar rules;

Encouraging clear and logical expression;

Cultivating polite and culturally appropriate communication;

Developing skills in text analysis and creative writing.

The integration of PBL with these goals enables learners to connect language knowledge with real-life contexts and applications.

PBL provides a meaningful framework for practicing not only phonetics, morphology, and syntax, but also applying them in contextually rich tasks. For instance, topics like “Text Types,” “Sentence Components,” or “Verb Tenses” can be explored through student-created projects such as:

- Writing autobiographical narratives;

- Creating a student newspaper;

- Preparing articles about the environment.

Advantages of PBL in Mother Tongue Education:

- Active participation: students take ownership of the learning process;

- Creative engagement with texts: writing stories, interviews, essays, and articles fosters creativity;

- Social-emotional growth: collaboration helps develop empathy, listening skills, and teamwork.

Practical Implementation of PBL in the Classroom

Classroom setting:

A practical experiment was conducted in Grade 4B of School No. 3 in Tashkent Region, comprising 24 students with average performance in mother tongue lessons.

Project theme: “Text and its parts”

This project helped students:

- Understand the structure of a text (introduction, body, conclusion);

- Develop coherent writing skills;

- Improve clarity and consistency in written expression.

Project stages:

- Planning – choosing the project theme and forming groups;

- Research – exploring types and structures of texts;

- Product development – writing texts, conducting interviews, creating a wall newspaper;

Presentation – sharing and defending their final products;

Reflection – analyzing their experiences, challenges, and accomplishments.

Student-created products:

Article: “Our School”

Story: “A Day of Adventure”

Interview: A Conversation with Our Teacher

Wall newspaper: “The World of the Mother Tongue”

Monitoring and Evaluation

Student activity was evaluated using observation sheets, project assessment rubrics, and diagnostic tests, focusing on:

Logical structure in text creation;

Lexical richness;

Adherence to grammatical norms;

Team participation.

Comparative results:

Indicator	Experimental Group (%)	Control Group (%)
Clarity in text structure	84	67
Lexical richness	78	60
Participation in communication	92	68
Grammar accuracy in writing	81	66

These results show a significant improvement in the experimental group where PBL was implemented.

**Conclusion.** Theoretical and practical analyses confirm that the Project-Based Learning (PBL) method is a highly effective pedagogical approach in mother tongue education for fostering critical thinking, creativity, communication, and independent learning skills. PBL transforms students from passive recipients into active co-creators of knowledge.

The integration of PBL into mother tongue instruction produced several notable outcomes:

Development of coherent and logical writing skills;

Enhanced grammatical and stylistic accuracy in both oral and written language;

Strengthened participation in collaborative activities and communication;

Increased motivation and interest in learning;

Tangible and creative outputs that reflect meaningful engagement with the subject matter. Experimental lessons showed that students using PBL achieved higher gains in speech competencies compared to those taught through traditional methods. These findings support the broader application of the PBL method across all areas of the mother tongue curriculum.

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