



Teaching Terms Covering Scheme Based Knowledge

Jumakulova Gulnoza Zamirovna

Teacher at the faculty of foreign languages and Literature University of Tashkent of Applied Sciences

Abstract: *The article is pointed at talking about impact of applying extend based learning educating of terms in outside dialect instructing. Project-based learning develops as a show that meets desires of both instructors and learners in educating and learning a outside dialect viably. Project-based learning drives educating and learning in agreement with abilities, locks in learners into the learning prepare of terms, persuades and creates learners' inventiveness. Issues of selecting, showing and practicing terms with extend works will be drawn nearer from both hypothetical and viable focuses of see. Cases and conclusions will be based on instructing distinctive terms to college understudies.*

Keywords: *scheme, language, education, period, learning, applied points.*

Based on the idea that students gain knowledge or skills by experiencing and solving real world problems, Project-Based Learning (PBL) has been recognized to be effective and fruitful in the 21st century education. A great number of studies on PBL have been carried out on the global scale.

Students will typically work on a project which states different terms over an extended period of time – anywhere from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They then show what they learned by creating a public product or presentation for audience.

By working in this way, project-based learning enables students to develop deep content knowledge about terms and their usage as well as skills like critical thinking, collaboration, creativity, and communication. PBL has also been known to unleash a contagious creative energy among students and teachers, leading to increased student engagement and improved learning outcomes for all.

Project-based learning is becoming increasingly used in educational settings, in different ways and varying degrees. However, one may wonder what the difference is between students simply “doing a project” and engaging in rigorous project-based learning. Teaching terms with Project-based learning however, is more like the ‘main course project’, in that the project is the unit itself and the vehicle for teaching the important skills student need to learn.

As is discussed in Thomas, PBL is “a model that organizes learning around projects”. “Projects” are described as “complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations” . The term “project” used in EFL context was proposed by Fried-Booth indicating that language tasks arise naturally from the project itself, “developing cumulatively in response to a basic objective, namely, the project.” Hedge specifies projects as extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning,



the gathering of information through reading, listening, interviewing, and observing; group discussion of information; problem solving; oral and written reporting; and displaying.

Although definitions and project parameters may vary from school to school, and PBL is sometimes used interchangeably with “experiential learning” or “discovery learning,” the characteristics of project-based learning are clear, constant, and share the spirit of John Dewey’s instrumentalism.

In essence, the PBL model consists of these seven characteristics:

- Focuses on a big and open-ended question, challenge, or problem for the student to research and respond to and/or solve
- Brings what students should academically know, understand, and be able to do into the equation
- Is inquiry-based, stimulates intrinsic curiosity, and generates questions as it helps students seek answers
- Uses 21st century skills such as critical thinking, communication, collaboration, and creativity, among others.
- Builds student choice into the process
- Provides opportunities for feedback and revision of the plan and the project, just like in real life
- Requires students to present their problems, research process, methods, and results, just as scientific research or real-world projects must stand before peer review and constructive criticism.

Too often, traditional learning never ventures beyond the realm of the purely academic. Project-based learning of terms connects students to the world beyond the classroom and prepares them to accept and meet challenges in the real world in a way that mirrors what professionals do every day.

Instead of short-term memorization and summative regurgitation of the terms, project-based learning provides an opportunity for students to engage deeply with the terms, bringing about a focus on long-term retention of the terms. PBL also improves student attitudes toward education, thanks to its ability to keep students engaged. The PBL structure lends itself to building intrinsic motivation because it centers student learning around a central question or problem and a meaningful outcome. Students end up wanting to understand the answer or solution as much or more than the teacher wants to know what they know, understand, and are able to do.

A recent collaborative study conducted by the University of Michigan and Michigan State University suggests the implementation of project-based learning correlated positively with student achievement, particularly in schools serving high-poverty communities. This research emphasizes the importance of projects being standards-aligned and supported with research-proven instructional strategies.

Because of its focus on 21st century skills, the PBL model also enhances students’ technology abilities. Project-based learning of terms helps students develop teamwork and problem-solving skills, along with the ability to communicate effectively with others. The collaborative nature of projects also reinforces the Social and Emotional Learning programs being implemented at progressive schools around the world.

These interpersonal aspects of PBL dovetail perfectly with the use of technology in the classroom while presenting terms used in different spheres. Technology-based projects are interdisciplinary,



collaborative, inquiry-based, self-directed, motivating, and address the full range of student needs and learning styles. Additionally, digital literacies and digital citizenship objectives become ingrained in tech-based projects, especially when the PBL opportunity is conducted seamlessly within the friendly confines of your school's learning management system.

Application of Project-based learning in teaching terms emphasizes learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students often must organize their own work and manage their own time in a project-based class while presenting terms. Project-based instruction for teaching terms differs from traditional inquiry by its emphasis on students' collaborative or individual artifact construction to represent what is being learned about the terms.

Literature:

1. Amanova N.F Amanova F.F . innovative activity in the field of tourism. euro-asia conferences, <http://papers.euroasiaconference.com/index.php/eac/article/view/9718>
2. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/11019>
3. Amanova N, and Amanova F. "problems of quality of distance learning online." ta'lim va rivojlanish tahlili onlayn ilmiy jurnali (2022): 89-91. <http://sciencebox.uz/index.php/ajed/article/view/1515/140320>
4. Shakhnoza, A. . (2022). Legal Basis of the Environmental Impact Assessment System. Journal of Ethics and Diversity in International Communication, 2(2), 46–49. Retrieved from <https://openaccessjournals.eu/index.php/jedic/article/view/1033>
5. Ахмедова, Ш. (2019). Пути совершенствования экологического законодательства республики Узбекистан в области обеспечения благоприятной окружающей среды. Обзор законодательства Узбекистана, (4), 37–42. извлечено от https://inlibrary.uz/index.php/uzbek_law_review/article/view/12686
6. Akhmedova S. correlation of environmental impact assessment with other organizational and legal mechanisms of environmental protection measures //international bulletin of medical sciences and clinical research. – 2023. – Т. 3. – №. 1. – С. 5-14. <http://www.researchcitations.com/index.php/ibmscr/article/view/449/312>
<http://www.researchcitations.com/index.php/ibmscr/article/view/449>
7. Normuradova N, and Amanova N. "teaching english language for medical purposes in higher school." https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf21
8. Amanova N.F. "active teaching strategies in higher education." academia: an international multidisciplinary Research Journal <https://doi.org/10.5958/2249-7137.2021.02068.122>
9. Pulatov F A. (2022). the importance of tourism. conference zone, retrieved from <http://conferencezone.org/index.php/cz/article/view/147>
10. Furkatovna, A. N., & Furkatovna, A. F. (2021, January). innovative activity in the field <http://papers.euroasiaconference.com/index.php/eac/article/view/9724>
11. Furkatovna A. N., Furkatovna A. F. problems of quality of distance learning online //таълим ва ривожланиш тахлили онлайн илмий журнали. –2022. –С. 89-91. <http://www.sciencebox.uz/index.php/ajed/article/view/1515/1403>
<http://www.sciencebox.uz/index.php/ajed/article/view/151525>



12. Н.Ф Аманова. О роли контекста при выделении односоставных предложениях страны. языка. культура: сборник материалов XI-й международной научно-практической конференции/ 2020
https://kpfu.ru/staff_files/F312709112/SBORNIK_MATERIALOV_NPK_2020__1__1_.pdf#page=4326
13. Farangiz F A employees as an integral part of the tourism product // scientific progress. 2021. No2. URL: <https://cyberleninka.ru/article/n/employees-as-an-integral-part-of-the-tourism-product> <http://scientificprogress.uz/storage/app/media/2-2.%20259.%201496-1498.pdf2>
14. Amanova, N. F. "active teaching strategies in higher education." *academicia: an international multidisciplinary research journal* 11.10 (2021): 150-152. Hosted Online from Bilbao, Spain on November 10th, 2022."
<https://scholar.google.com/scholar?cluster=14830870474617470731&hl=en&oi=scholar>
15. Furkatovna AN, Furkatovna AF. Stylistics Devices and Literature. WoS [Internet]. 2023 Mar. 9 [cited 2023 Mar. 14];2(3):9-14. Available from: <https://innosci.org/wos/article/view/926>
16. Amanova Nodirabegim Furkatovna. (2022). effective method of teaching. *conference zone*, 53–55. retrieved from <http://conferencezone.org/index.php/cz/article/view/124>
17. A.N Furkatovna, A.F Furkatovna Problems of quality of distance learning online. <https://www.sciencebox.uz/index.php/ajed/article/download/1515/1403> - ta'lim va rivojlanish tahlili onlayn ilmiy 2022
18. Amanovich P. F., Furkatovna A. N., Furkatovna A. F. CULTURAL LINGUISTICS AS THE MAIN DIRECTION OF MODERN LINGUISTICS //British View. – 2022. – Т. 7. – №. 1. <https://britishview.co.uk/index.php/bv/article/view/94>
19. Furkatovna A. N. Active teaching strategies in higher education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 10. – С. 150-152. <http://dx.doi.org/10.5958/2249-7137.2021.02068.1>
<https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=11&issue=10&article=024>
20. Amanova Nodirabegim Furkatovna. (2022). EFFECTIVE METHOD OF TEACHING. *Conference Zone*, 53–55. Retrieved from <http://www.conferencezone.org/index.php/cz/article/view/124>
21. Любан, Б. Л., Капкаев, Р. А., Алимов, Б. Д., Мухамедов, Б. И., Ташкенбаева, У. А., Мирпулатов, З. Т., & Акрамова, Н. Ш. вассерманонегативный латентный сифилис-проблема сифилидологии XXI века. ооо «maxliyo-shifo» & v, 11. <https://www.elibrary.ru/item.asp?id=19419873>
22. Любан, Б. Л., Капкаев, Р. А., Алимов, Б. Д., & Мухаммедов, Б. И. (2007). Венерология без секретов. <https://www.ndrz.uz/issue/2009/ndrz-2009-3.pdf#page=11>
23. Mukhamedov B. I., Koldarova E. V. the state of microbiocenosis and local protection factors of the oral cavity in patients with chronic viral hepatitis "c" //research and education. – 2023. – т. 2. – №. 2. – с. 4-12. <https://researchedu.org/index.php/re/article/view/1719>
<https://researchedu.org/index.php/re/article/view/1719/2180>
24. Mukhamedov B. I., & Koldarova E.V. (2023). the state of microbiocenosis and local protection factors of the oral cavity in patients with chronic viral hepatitis "c". *research and education*, 2(2), 4–12. Retrieved from <https://researchedu.org/index.php/re/article/view/1719>



25. Koldarova E, Mukhamedov B, Aliev A. a clinical case of an immunosuppressive generalized form of kaposi's sarcoma in a patient with pemphigus vulgaris. *j clin med kaz.* 2022;19(6):100-3. <https://doi.org/10.23950/jcmk/12695>
26. Furkatovna, A. N. ., & Furkatovna, A. F. . . (2023). Stylistics Devices and Literature. *Web of Scholars: Multidimensional Research Journal*, 2(3), 9–14. <https://doi.org/10.17605/OSF.IO/KM9GY> <https://innosci.org/wos/article/view/926/799>