TRANSFORMING LEARNING WITH PROJECT-BASED LEARNING: A GUIDE FOR TEACHERS

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Abstract: Actually, Project-Based Learning (PBL) is an instructional approach that encourages students to get engage with deep learning by working hard and friendly on a project through longer period. This type of method enables learners to investigate lifelong issues and challenging questions by collaborating with peers. After collaborating, students may get clear results. Compared to traditional strategies which focus on simple memorization and passive learning, The PBL method develops critical thinking, creativity, and problem-solving skills by placing students at the center of their learning experience.

Key words: project, traditional, experience and collaboration.

Аннотация: Проектное обучение (PBL) — это, по сути, методический подход, который поощряет учащихся к углубленному обучению через усердную и дружелюбную работу над проектом в течение длительного периода времени. Этот тип метода позволяет учащимся исследовать важные в течение жизни проблемы и сложные вопросы, сотрудничая со сверстниками. После совместной работы учащиеся могут получить четкие результаты. В отличие от традиционных стратегий, которые фокусируются на простом запоминании и пассивном обучении, метод PBL развивает критическое мышление, креативность и навыки решения проблем, ставя учащихся в центр их учебного опыта.

Ключевые слова: проект, традиционный, опыт и сотрудничество.

Introduction:

Project-Based Learning is an educational strategy. In this approach students study and respond to difficult, real-world problems or challenges. Instead of following a textbook-based curriculum, learners ought to find solutions by asking questions and working collaboratively to create a demonstration or presentation that shows their learning.

There are main characteristics of PBL:

1. Real-World Relevance: PBL engages learning with real-life situations by making it more interesting and meaningful for students. For example: rather than just reading about global warming in a textbook, students might design a diagram with solutions that can tackle with the global warming. This will connect directly to real-world preventing the environmental issues;

2. Inquiry-Driven: Projects initiate with a main question by encouraging students to study and explore the topic deeply. For example: Instead of a chapter on the Testing Animals where the teacher provides all the information, the project might begin with the question: "How should we check the cosmetics before using them?" Students can then investigate why human being should or should not test on animals, analyze other versions of testing the products. The given question will guide their research.

Research demonstrates that students learn more when they work on group projects. These types of "open-ended" projects, where students need to analyze the problem and find solutions by themselves, are far better for learning. Because learners are supposed to make decisions about how to address the problem by considering different options.

Conclusion: Project-Based Learning (PBL) encourages deep learning and vital skills by engaging students in collaborative, long-term projects by ignoring traditional memorization.

Reference:

1. Project-Based Learning retrieved from https://www.bu.edu/ctl/ctl_resource/project-based-learning-teaching-guide/#introduction