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PBL AS AN ALTERNATIVE WAY TO ACQUIRE REAL LIFE SKILLS

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ABSTRACT

Teaching a language is an ongoing hard process. The teacher's task is to lead this process by applying interesting and innovative ways and approaches so that the learners (it doesn't matter at school or higher educational institutions) would study not because they have to or their parents want them to, but they would study because they feel the flash of the intrinstic motivation. The teachers should do their best to bring the students body, mind and soul into the classroom by finding ways to turn students extrinsic motivation into inner desire enthusiasm and passion.

Project Based Learning is a good means to get this destination if it is organized in the right way and it will become a magic tool in the hands of the smart master if applied effectively.

The article highlights the necessity and ways to organize, manage and control this interesting journey full of real-life tasks and assignments.

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Introduction.

Today children who attend school are not motivated by school assignments. They try to do as little as possible at school without displaying any passion or enthusiasm. However, all of us know that they can do much more. Thus, we teachers need to arrange the lessons the way that it will be possible to bring their enthusiasm and motivation back by intrinsically driving them to learn.

The key to succeed in this is to connect schoolwork to what they personally care about. But while doing this the following point should be taken into account; the tasks should be neither so easy that will bore them nor should be so hard to frustrate them. In other words, we should boost their motivation and engagement and deepen their learning this way.

It is stated by Mike Anderson [1;160] that the students today need diverse and personally relevant opportunities to learn and practise skills and content so that when students leave school, they will enter the world where self-motivation, creativity and perseverance are all critically important.

Project Based Learning [PBL] may serve this aim, if it is applied appropriately and meaningfully. PBL- especially if impowered by contemporary technologies- is a strategy to turn traditional classroom upside down. When students learn by being engaged in real life projects, nearly every aspect of their experience changes. The teacher's role changes too. Instead of following the teachers' lead, they pursue their own questions to create their own meaning. Even the boundaries of the classroom change. Teachers usually design the project as the framework for learning, but students have more agency and may wind up using technology to access and analise information from all corners of the Globe [2;18].

According to J. Clayton (a Peace Corps Volunteer) Project Based Learning is an open-ended, complicated work which is connected to the real world. It boosts academic learning as well as social

emotional learning. In this case students learn on something that is interesting to them and is connected to their own life. Students are motivated and they work with enthusiasm. However, the goals and problems they are solving should not have easy answers from Google or Wikipedia. In other words, Project Based Learning requires that students focus on a complex open-ended question connected to relevant standards that has no single correct answer (can not be Googled) and requires students' critical thinking, cooperation, creativity and collaboration to produce a final product that is presented to the public audience. The teacher provides structure, guidance, encourages effective communication and collaboration, creativity and problem solving skills, and assesses both formally (summatively) using a rubric and informally (formatively) with ongoing observation throughout the entire process. That is to say students are to be evaluated regularly for progress and learning, not just at the end for the result.

While assessing the teacher should try to answer the following questions:

- Does the presentation provide an authentic and innovative solution/answer to the original problem or not?

However, rules, expectations as well as assessment rubrics are to be clear and should be given at the very beginning. So PBL also builds collaborative skills having students get regular chances to see each others works, discuss ideas and progress. In this way, we can see that students bring their passions and interests into their project.

The final product of the PBL should be a piece of work that a student would want to keep and to share. While assessing the students' works we should bear in mind the following points:

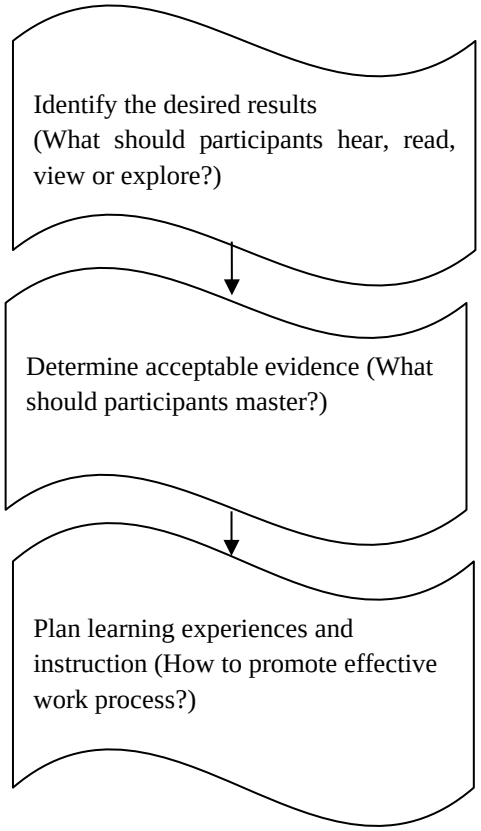
- Students with successful projects are experts in their own little topics,
- They can teach what they have learnt to other people.
- Good projects should be interesting, useful, beautiful outside of the classroom,

Methodologically it is accepted that Projects can be of 3 types:

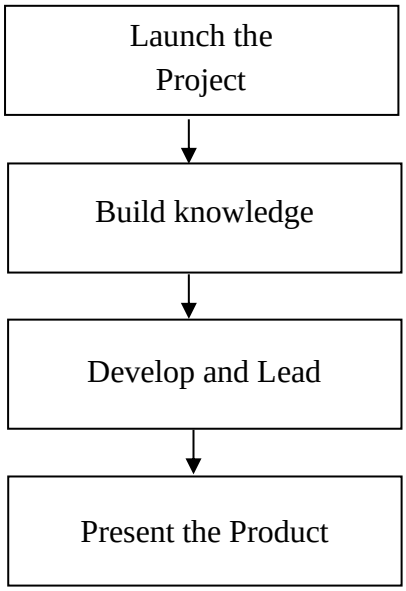
- Experimentation /experience/ design projects,
- Research/ information oriented projects,
- Creative Projects,
- Role play/ game projects.

Each of the project may be divided into several mini projects in order to guide students from the process of formal assessment to the summative assessment using the rubrics handed out beforehand.

The phrases of each project comprises the following points:



While working on the projects we should follow this plan:



The following ideas for PBL lessons may be useful.

1. Make a recycling program with the title "Save the nature, save the World. It could be done at a country level, neighborhood level, school level or just at a house-hold level.
2. Make a project with the title "The ideal social media platform for teens".
3. Make a project "How to help people to solve the problem of fake news".
4. Make a project "My roots come from my family". Students write down and share their wonderful family stories with their family tree.
5. Make a project "Life in 2050"
6. Make a project "Our time capsul" which will comprise things that will tell future people about the life we lead now.
7. Visit old people and write down stories they share. Then "make" a book and "publish" it.
8. "My future business" with actual documentations of real world business rules.
9. Create a documentary film in the field you are interested in.
10. "What will the cities/villages/countries be like in 100 years". Students may either design a modern city/village/country or re-imagine the ones that already exist.
11. "Customs and traditions in fairy tales". The students compare their national fairy tales with the country's fairy tales, the language of which they are studying and compare their customs and traditions.
12. Create educational games concerning any aspect of the target language, its culture and history.

This range of topics may be endless.

However, we can see that PBL brings a new breathe to the traditional way of teaching making the students more motivated, proving the fact that "It is more important to be a learner than to be learnt [1;19].

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