
The effect of project-based assessment on student motivation and language skills in high school EFL classes

Khaydarov Shakhriyor Sayyod o'g'li
shahriyorhaydarov2002@gmail.com

Student,
Uzbekistan State World Languages University

Scientific advisor: **Sultonova Maftuna Baxtiyorovna**

Senior teacher,
Uzbekistan State World Languages University

Annotation

This study explores how project-based assessment influences student motivation and language skills in high school EFL classes. In foreign language teaching, assessment should not only measure students' knowledge but also support their learning process and help them develop practical language abilities. Traditional tests often focus mainly on grammar, vocabulary, or written answers, while project-based assessment gives students an opportunity to use English in more meaningful, creative, and communicative situations. The research considers the value of project-based assessment in improving students' interest in learning and strengthening their speaking, writing, reading, and listening skills. It also examines how project tasks encourage teamwork, creativity, independent thinking, and meaningful language practice in the classroom. Through projects, learners can prepare presentations, create written materials, discuss ideas, solve problems, and use English for real communicative purposes. The results indicate that project-based assessment increases learners' participation, confidence, and sense of responsibility. Students become more motivated when they are actively involved in the assessment process and can demonstrate their knowledge through practical tasks. The study suggests that project-based assessment can be an effective alternative to traditional testing in high school EFL education, as it supports both language development and student-centered learning.

Keywords

Project-based assessment, student motivation, language skills, EFL, high school, classroom assessment

Loyiha orqali baholash usulining yuqori sinf o'quvchilarining ingliz tilini o'rganishga bo'lgan qiziqishi va til bilimlariga ta'siri

Xaydarov Shaxriyor Sayyod o'g'li
shahriyorhaydarov2002@gmail.com

Talaba,
O'zbekiston davlat jahon tillari universiteti

Ilmiy rahbar: **Sultonova Maftuna Baxtiyorovna**

Katta o'qituvchi,
O'zbekiston davlat jahon tillari universiteti

Annotatsiya

Ushbu tadqiqot loyiha asosida baholashning yuqori sinf EFL darklarida o'quvchilar motivatsiyasi va til ko'nikmalariga qanday ta'sir qilishini o'rganadi. Chet tilini o'qitishda baholash faqat o'quvchilarning bilimini tekshirish bilan cheklanmasligi, balki ularning o'quv jarayonini qo'llab-quvvatlashi va amaliy til qobiliyatlarini

rivojlantirishga yordam berishi kerak. An'anaviy testlar ko'pincha grammatika, lug'at yoki yozma javoblarga e'tibor qaratadi, loyiha asosida baholash esa o'quvchilarga ingliz tilidan yanada mazmunli, ijodiy va kommunikativ vaziyatlarda foydalanish imkonini beradi. Tadqiqot loyiha asosida baholashning o'quvchilarning o'qishga bo'lgan qiziqishini oshirish va ularning gapirish, yozish, o'qish hamda tinglab tushunish ko'nikmalarini mustahkamlashdagi ahamiyatini ko'rib chiqadi. Shuningdek, loyiha topshiriqlari sinfda jamoaviy ish, ijodkorlik, mustaqil fikrlash va mazmunli til amaliyotini qanday rag'batlantirishi ham tahlil qilinadi. Loyihalar orqali o'quvchilar taqdimotlar tayyorlashlari, yozma materiallar yaratishlari, fikrlarni muhokama qilishlari, muammolarni hal qilishlari va ingliz tilidan haqiqiy kommunikativ maqsadlarda foydalanishlari mumkin. Natijalar shuni ko'rsatadiki, loyiha asosida baholash o'quvchilarning darsdagi ishtirokini, o'ziga bo'lgan ishonchini va mas'uliyat hissini oshiradi. O'quvchilar baholash jarayonida faol ishtirok etganlarida va bilimlarini amaliy topshiriqlar orqali namoyon qila olganlarida ko'proq motivatsiyaga ega bo'ladilar. Tadqiqot loyiha asosida baholash yuqori sinf EFL ta'limida an'anaviy testlarga samarali muqobil bo'lishi mumkinligini ko'rsatadi, chunki u til rivojlanishi va o'quvchiga yo'naltirilgan ta'limni qo'llab-quvvatlaydi.

Kalit so'zlar Loyiha asosida baholash, o'quvchilar motivatsiyasi, til ko'nikmalari, EFL, yuqori sinf, sinfda baholash

Влияние проектно-ориентированного оценивания на учебную мотивацию и языковые навыки учащихся старших классов на уроках английского языка как иностранного

Хайдаров Шахриёр Сайёд угли
shahriyorhaydarov2002@gmail.com

Студент,
Узбекский государственный университет
мировых языков

Научный руководитель: **Султонова Мафтуна Бахтиёровна**
Старший преподаватель,
Узбекский государственный университет
мировых языков

Аннотация Данное исследование рассматривает, как проектное оценивание влияет на мотивацию учащихся и языковые навыки в старших классах, изучающих английский язык как иностранный. В преподавании иностранного языка оценивание не должно ограничиваться только проверкой знаний учащихся, оно также должно поддерживать процесс обучения и помогать развивать практические языковые умения. Традиционные тесты часто сосредоточены главным образом на грамматике, лексике или письменных ответах, тогда как проектное оценивание предоставляет учащимся возможность использовать английский язык в более содержательных, творческих и коммуникативных ситуациях. В исследовании рассматривается значение проектного оценивания в повышении интереса учащихся к обучению и укреплению их навыков говорения, письма, чтения и аудирования. Также анализируется, каким образом проектные задания способствуют

командной работе, творчеству, самостоятельному мышлению и содержательной языковой практике в классе. С помощью проектов учащиеся могут готовить презентации, создавать письменные материалы, обсуждать идеи, решать проблемы и использовать английский язык для реальных коммуникативных целей. Результаты показывают, что проектное оценивание повышает участие учащихся в учебном процессе, их уверенность в себе и чувство ответственности. Учащиеся становятся более мотивированными, когда активно вовлечены в процесс оценивания и могут демонстрировать свои знания через практические задания. В исследовании делается вывод, что проектное оценивание может быть эффективной альтернативой традиционному тестированию в обучении английскому языку как иностранному в старших классах, поскольку оно поддерживает как развитие языковых навыков, так и личностно ориентированное обучение.

Ключевые слова

Проектное оценивание, мотивация учащихся, языковые навыки, английский как иностранный, старшие классы, оценивание в классе

Introduction

Project-based assessment has become an important approach in modern foreign language teaching, especially in English as a Foreign Language (EFL) classrooms. In recent years, education systems have shifted from traditional teacher-centered methods to more student-centered approaches that focus on active participation and practical skills development. Assessment is no longer seen only as a tool to measure students' knowledge, but also as a way to support their learning process and improve their performance (Harmer, 2007).

In high school EFL classes, student motivation is one of the key factors that determine the success of language learning. Many students experience difficulties in learning English due to lack of interest, low confidence, and limited opportunities to use the language in real situations. Traditional assessment methods, such as written tests and exams, often fail to engage students and do not always reflect their true abilities (Dörnyei, 2001).

Project-based assessment offers an alternative approach that encourages students

to work on meaningful tasks, collaborate with their peers, and apply language skills in real-life contexts. Through projects, learners become more involved in the learning process and develop not only their language skills but also critical thinking, creativity, and communication abilities.

The relevance of this study lies in the need to improve assessment methods in EFL teaching and to create more engaging learning environments for students. The aim of this research is to examine the effect of project-based assessment on student motivation and language skills in high school EFL classes.

Literature review

Previous studies have shown that project-based assessment is an effective approach in foreign language teaching. It allows students to take an active role in the learning process and apply their knowledge in practical situations. According to Bell (2010), project-based learning helps students develop essential skills such as collaboration, communication, and problem-solving, which are important in modern education.

Researchers also emphasize that motivation plays a key role in successful

language learning. Dörnyei (2001) states that students who are motivated are more likely to participate actively in classroom activities and achieve better learning outcomes. In traditional classrooms, where assessment is mainly based on tests, students often lose interest and become passive learners.

Project-based assessment provides a different learning experience. Blumenfeld et al. (1991) argue that when students are involved in meaningful tasks, they become more engaged and responsible for their own learning. This approach encourages learners to explore topics in depth, work collaboratively, and present their ideas using the target language.

In addition, project-based assessment has a positive impact on the development of language skills. Stoller (2006) highlights that project work integrates all four language skills – speaking, writing, reading, and listening – into one learning process. Students are required to use English in real-life contexts, which helps them improve their fluency and confidence.

Fragoulis (2009) also notes that project-based learning creates a more student-centered environment, where learners are encouraged to express their opinions and think critically. This makes the learning process more interesting and meaningful for students.

Overall, the literature shows that project-based assessment is not only an effective tool for evaluating students' knowledge, but also a powerful method for increasing motivation and improving language skills in EFL classrooms.

Methodology

This study is based on a practical and comparative research approach aimed at analyzing the effect of project-based assessment on student motivation and language skills in high school EFL classes. The research was conducted in a classroom setting with a group of high school students learning English as a foreign language.

A total of students were divided into two groups. The first group was assessed using traditional methods such as written tests, quizzes, and individual tasks. The second group was assessed through project-based activities, including group projects, presentations, and creative assignments. These tasks required students to use English actively in meaningful and real-life contexts.

The research was carried out over a certain period of time during regular English lessons. Students in the project-based group worked collaboratively, discussed ideas, and prepared presentations using different materials such as texts, online resources, and visual aids. This allowed them to practice all four language skills – speaking, writing, reading, and listening.

Data was collected through classroom observation, participation tracking, and simple evaluation of students' performance. The level of student motivation was measured based on their activity, interest, and involvement in the lessons. Language skills were evaluated through students' ability to communicate, express ideas, and complete tasks successfully.

The collected data was then analyzed and compared between the two groups in order to identify the effectiveness of project-based assessment. This method made it possible to observe differences in student engagement and language development (Thomas, 2000).

Analysis and Discussion

The analysis of the research results shows that project-based assessment has a significant positive impact on student motivation and language skills in high school EFL classes. Compared to traditional assessment methods, project-based activities create a more engaging and interactive learning environment, where students are encouraged to participate actively in the lesson.

During the research process, it was observed that students who were involved in project-based tasks showed higher levels of interest and motivation. They were more willing

to take part in classroom discussions, ask questions, and share their ideas with others. This indicates that project-based assessment helps to reduce anxiety and increases students' confidence in using English.

In contrast, students in the traditional assessment group were less active and showed lower levels of engagement. Their participation was mostly limited to answering questions or completing written tasks. This confirms that traditional methods do not always provide enough opportunities for students to use language in a meaningful way.

One of the key findings of the study is that project-based assessment improves students' speaking and writing skills. While working on projects, students had to present their ideas, explain their opinions, and communicate with their peers in English. This helped them develop fluency and accuracy in speaking, as well as improve their writing skills through preparing reports and presentations.

In addition, reading and listening skills were also developed during the project work. Students used different sources of information, including texts, videos, and online materials, which helped them improve their comprehension skills. This shows that project-based assessment supports the integrated development of all four language skills (Stoller, 2006).

Another important aspect is collaboration. Students worked in groups, which allowed them to exchange ideas, solve problems together, and support each other in the learning process. This not only improved their communication skills but also helped them develop teamwork and social interaction abilities.

The results also show that students who participated in project-based assessment became more responsible for their own learning. They showed greater independence, creativity, and initiative when completing tasks. This supports the idea that project-based learning encourages student autonomy

and active involvement in education (Bell, 2010).

Overall, the comparison between the two groups demonstrates that project-based assessment is more effective than traditional assessment methods in increasing student motivation and improving language skills. It creates a dynamic and student-centered learning environment that supports both academic and personal development.

Conclusion

In conclusion, this study has demonstrated that project-based assessment is an effective approach for improving both student motivation and language skills in high school EFL classes. The results show that when students are involved in meaningful and practical tasks, they become more interested in learning and more active in classroom activities.

The research findings indicate that project-based assessment creates a supportive and interactive learning environment. Students feel more confident in expressing their ideas and are more willing to communicate in English. This positive atmosphere helps reduce anxiety and encourages students to participate more actively in the learning process.

Furthermore, project-based assessment contributes to the development of all four language skills—speaking, writing, reading, and listening. Students are able to use English in real-life situations, which makes learning more effective and meaningful. In addition, learners develop important skills such as teamwork, creativity, and problem-solving, which are essential for their future academic and professional life.

The study also highlights that traditional assessment methods are often limited in measuring students' real abilities. In contrast, project-based assessment allows students to demonstrate their knowledge and skills in a more practical and comprehensive way.

Overall, the findings of this research suggest that teachers should consider using project-based assessment as an alternative or

complementary method in EFL classrooms. It not only improves learning outcomes but also

makes the educational process more engaging and student-centered.

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