DEVELOPING STUDENTS' SOFT SKILLS THROUGH PROJECT-BASED LEARNING

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Abstract. *This article examines the effectiveness of Project-Based Learning (PBL) in cultivating essential soft skills among students, including teamwork, communication, critical thinking, and problem-solving. Through a review of existing literature and qualitative data collected from educators and students, this study highlights best practices for implementing PBL in educational settings to foster soft skill development relevant to the 21st century workforce.*

Key words: *PBL (Project-based learning), soft skills, critical thinking, collaboration.*

In this globalization period, modern education is requred to bring up new generation with well-preparation for all spheres. At the same time young generation should be developed their soft skills. Soft skills can be developed in different ways and in English teachers are also expected to accomplish this task in their training. But before we should clarify what is “soft skill”? According to the website investopedia.com **“**Soft skills are character traits and interpersonal skills that characterize a person's ability to interact effectively with others.”Soft skills are intangible and subjective qualities that cannot be measured or quantified like hard skills. They include communication, teamwork, problem-solving, critical thinking, adaptability, time management, leadership, creativity, emotional, intelligence. There are a lot of methods and approaches to develop students’ soft skills and one of them is PBL- Project based learning. It is and approach or model that involves students to use their language in real context.There some scholars gave definitions and clear description for this approach.Project-based learning is a teaching method that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.Project-Based Learning (PBL) was born out of the work of John Dewey (1897) and his pedagogy is evident in cycles of progressive education through the 20th century.[1] “Project-Based Learning utilizes complex task, based on challenging question or problems that involve students in design, problem-

[1] Babadjanova N .International Scientific Journal Theoretical & Applied Science p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online) Year: 2023 Issue: 06 Volume: 122 Published: 06.06.2023 http://T-Science.org

solving, decision making, or investigate activities, give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations." (Ani Marisah; Rr. Hasti Robiasih 2017)[2] The goal of project-based learning is to help students develop critical thinking, problem-solving, and communication skills that are essential for success in the 21st century. By working on projects that are relevant to their lives and interests, students are more engaged and motivated to learn.PBL is often used in STEM (science, technology, engineering, and math) education, but it can be applied to any subject area. Examples of PBL projects include designing a sustainable community, creating a business plan for a new product, or developing a public health campaign. PBL is different from traditional classroom instruction because it focuses on the process of learning rather than just the content. Students are encouraged to take ownership of their learning and to use their creativity and problem-solving skills to find solutions to real-world problems. The fundamental tenet of project-based learning is that students learn and apply new information in a context of problem-solving by being immersed in real-world situations that pique their attention and demand critical thought. The instructor takes on the role of a facilitator, assisting students in formulating pertinent questions, organizing purposeful assignments, providing guidance for the growth of social skills and knowledge, and closely evaluating the lessons that have been acquired. Conventional projects provide an issue to be resolved (e.g., how may the pollution in the schoolyard pond be reduced?) or a phenomena to research (e.g., what causes rain?). PBL is the suggested style of delivery for important curricular subjects, taking the place of other conventional modes of teaching including lectures, textbook-workbook-driven activities, and investigative learning.

Studies of PBL in the second language field have been growing in numbers in various journals. Findings of these studies indicate that PBL facilitates the learning of second and foreign languages, academic discourse socialization, decision-making, critical thinking, and collaborative work skills while providing deep engagement with subject matter content (e.g., Beckett, 2005, 2006) through the use of language as a medium (Beckett & Slater, 2017, 2018a, b)[3]. In terms of its crucial functions, Stivers (2010) stated that PBL is an instructional approach which is built upon learning activities and real tasks that have brought challenges for students to solve.[4]

[2] The Implementation Of Project-Based Learning To Improve Vocational Students' Speaking Skills ,Ani Marisah; Rr. Hasti Robiasih, annimarisa14@Gmail.Com; Hasti@Ustjogja.Ac.Id.
[3] Beckett, G. H., & Slater, T. (2018). Technology-integrated project-based language learning. In C. Chapelle (Ed.), The encyclopedia of applied linguistics (pp. 1–8). Oxford, UK: John Wiley & Sons, Ltd. doi:10.1002/9781405198431. wbeal1487
[4] Stivers, L. (2010) Project-based learning. Education Psychology.

According to Kilpatrick there are four types of projects. They are: Constructive Project, Aesthetic Project, Problematic Project, Drill Project.[5]

1. Constructive project: This kind of project involves practical or physical work like building an item, creating a model, excavating a well, and acting out a play.

2. Aesthetic project: Through musical performances, the beautifying of objects, the admiration of poetry, and other activities, pupils' appreciating abilities are fostered.

3. Problematic project: Students' ability to solve problems is developed via this kind of project by using their experiences. Its foundation is in the cognitive realm. How would you solve air pollution, for example? or how to transmit anything to a far-off location?

4.Drill project: The purpose of the drill project is for the pupils to master the necessary skills and information. It raises the students' ability and work efficacy. For example, this kind of activity may be used to teach swimming or singing drills.

The difference between the project method and the traditional one is that it helps to activate the thinking of the students. According to A.A. Verbitsky, it is " active learning that forms cognitive activity in students." motivation, but it should not be about coercion. activity, but about the motivation for it". The project technology develops students' linguistic and intellectual abilities and the need for autonomous English language learning.In this study we will focus on Problematic Project types. Problematic projects purposes to enhance students' critical thinking, problem - solving, decision making skills by accomplishing various tasks in group work or individual projects. For instance, c**reating a business plan. In this project work** students work in teams to develop a business idea, including market research, budgeting, and marketing strategies. This project encourages students to think critically about economic principles, consumer needs, and business operations.

In conclusion, it is impossible to overestimate the importance of contemporary education in preparing the next generation for the challenges of a globalized world. As we've covered, students must develop soft skills like communication, teamwork, critical thinking, and problem-solving if they are to succeed in a variety of settings. English teachers are essential to this process, especially when it comes to using Project-Based Learning (PBL). This creative method develops a deeper comprehension of the material and improves students' interpersonal skills in addition to exposing them to real-world problems.

[5] ANWAAR AHMAD GULZAR.GENERAL METHODS OF TEACHING OCTOBER 27, 20200 .Types of Projects

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