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PROJECT-BASED LEARNING IN PRIMARY SCHOOLS: A PATH TO ACTIVE LEARNING

Project-based learning (PBL) is an innovative teaching approach that fosters active learning in primary schools. Instead of traditional instruction, PBL engages young learners in hands-on projects that require critical thinking, collaboration, and problem-solving. By working on meaningful tasks, students develop a deeper understanding of subjects while enhancing key 21st-century skills such as communication, creativity, and self-directed learning.

In primary education, PBL encourages curiosity and active participation, making lessons more engaging and relevant. Teachers act as facilitators, guiding students through inquiry-based learning processes. Projects are often designed around real-world problems, allowing students to connect classroom knowledge with everyday life.

This approach not only improves academic performance but also builds social and emotional skills. Students take responsibility for their learning, work in teams, and gain confidence in expressing their ideas. Additionally, PBL supports differentiated learning, catering to diverse student needs and learning styles.

Despite its benefits, successful implementation of PBL requires careful planning. Teachers must design structured yet flexible projects, provide necessary resources, and create an environment where students feel encouraged to explore and experiment. When effectively integrated into the curriculum, PBL transforms primary education into an active, student-centered experience, preparing children for lifelong learning.

Keywords: *skill; plan; student; primary school; knowledge; activity; method.*

Introduction. Education is constantly evolving to meet the needs of 21st-century learners. Traditional teaching methods, which often rely on passive learning, are gradually being replaced by more interactive and student-centered approaches. One such method gaining widespread recognition is Project-Based Learning (PBL), a teaching strategy that fosters critical thinking, collaboration, and problem-solving skills. In primary schools, where young learners are naturally curious and eager to explore, PBL serves as an effective way to engage students in meaningful and active learning experiences.

Project-Based Learning goes beyond rote memorization by encouraging students to actively participate in their learning process. Through real-world projects, children not only acquire subject knowledge but also develop essential life skills such as creativity, teamwork, and self-directed learning. When implemented correctly, PBL transforms the classroom into a dynamic environment where students take ownership of their education, making learning both enjoyable and impactful (Dövlət Strategiyası, 2015; Əhmədov, Abbasov, 2011; Cabbarlı, 2023).

The modernized education system includes the following conditions:

– Fostering an active, independent and initiative learning approach in students:

– Developing general educational skills:

– Cultivating research, reflection and self-assessment qualities;

– Considering not only student's skills but also their ability to apply them in practical activities;

– Nurturing the emotional and cognitive interests of students.

These forms of training should be based on the principle of linking learning with life situations.

Modernization of Azerbaijani education requires finding new approaches in primary grades (Fəal təlim, 2003). The use of non-traditional forms of education involves the teachers' influence on each student's activities, encouraging their active participation in teaching and practical tasks. One of the most effective methods for teaching primary grades is project-based learning method.

Recently there has been a growing trend of popularizing project -based activities in schools, using the project method. Project-based learning is interpreted differently by methodologists and educators. We are in favor of the following definition of this learning method. The popularity of the project method is due to its didactic essence, which is to develop students' creative abilities, the ability to independently construct knowledge. This method teaches students to solve cognitive and practical problems, to take the right position in the information space, to analyze the information received. It directs them to use the entire set of intellectual skills at different moments of cognitive, experimental, applied and creative activity (Kurikulum islahatı, 2011).

This article explores the role of Project-Based Learning in primary schools, highlighting its benefits, challenges, and best practices for implementation. By examining how PBL fosters active learning, the study aims to provide insights into how educators can effectively integrate this method into their teaching strategies, ultimately enhancing student engagement and academic success.

Research methods. This study employs a qualitative research approach, focusing on analyzing methods and strategies related to project-based learning in primary schools as a path to active learning

The main purpose of this article is to explore the role of project-based learning in primary schools, highlighting its impact on active learning and student engagement while examining effective methods for its implementation

Results. Teaching in primary school should be built taking into account the age characteristics of students. If the leading activity for preschool children is a game, then by the age of 7 the child reaches a level of physical and psychological development, which prepares him for mastering educational activities. However, we must not forget that among primary school children there is still a need for active play activity, the main motive of activity is the motive of achieving success, and for them the main motive of educational activity should always be preserved, ensuring cognitive development. The use of various teaching methods allows us to take into account these features of primary school age, and the project method, as one of the didactic methods, is ideal for teaching primary school students. These skills are formed from the first days of the child's school life, when students, together with the teacher, clearly formulate for themselves the necessary rules of communication that regulate both the construction and content of expressions in educational situations. The thinking of younger schoolchildren is already distinguished by a certain intellectual maturity. First of all, we mean the formation of the generality of mental actions as an integrative characteristic, which includes the development of analytical-synthetic actions, the formation of a comparative analysis algorithm, the ability to isolate an important feature, the connection of information. At the same time, the qualitative features of the development of all components of the generalization of mental actions in primary school students are breadth, degree of independence and reliability (Baines, 2014).

There are many ways to implement project-based learning in primary schools. Examples include:

1. Field trips: Students can plan and participate in field trips to local farms, zoos, recycling centers, or historical sites, gaining valuable information about their community.

2. Classroom projects: In the classroom, students can work on projects such as creating a map their school while learning about geography and maps

3. Home-based projects: Parents can support project -based learning at home by helping their child complete projects like planning and preparing a healthy meal

4. Technology projects: Students can use technology to create projects, such as designing digital posters or interactive presentations.

5. Group/collaborative projects: Through group work, students can collaborate on topics such as game presentations, with a focus on teamwork and project structuring. The process of structuring a project should always begin with careful planning and choosing a clear topic (Felipe et al., 2016).

The teacher should think about possible variants of the problems that need to be investigated within the intended topic.

Structuring a project should always begin with choosing the project topic, its type, and the number of participants. Then, the teacher should think about possible variants of the problems that need to be investigated within the intended topic. Problems are put forward by schoolchildren at the suggestion of the teacher (leading questions, situations that help identify problems, video sequences with the same purpose, etc.), that is, "brainstorming" with subsequent discussion is appropriate. Here, too, brainstorming comes into play (Əliyeva, 2015).

Based on the number of participants projects can be categorized as follows:
– Individual;
– Paired;
– Group.

Individual projects are carried out and analyzed by the student himself.

Individual project-based learning allows students to work on projects that are relevant to their interests and abilities. Instead of working in teams, students choose a project that suits them. Individual projects allow students to choose important topics and take control of their studies. It encourages self-study, time management, research and critical thinking. Teachers help students select and develop projects for their individual project approach, and students are also encouraged to choose a research topic and create a strategy. Students then monitor their progress, receive necessary materials and ask for feedback from their teachers and peers throughout the project. Students may also

have to present their work to the class at key stages of the project (Kərimov, 2009).

A pair project is carried out between two participants located in different educational institutions, regions and countries.

Group projects are carried out between groups of participants. In this case, it is very important to organize this group activity of project participants methodologically correctly. Group projects allow students to learn and teach from each other in a supportive environment. This allows students to cooperate, consider the opinions of others and talk. Students' communication and interpersonal skills improve when working in groups, as they are forced to learn to express their ideas effectively to each other.

In addition, an important point is the division of tasks into groups, discussion of possible research methods, information search and creative solutions. Only after this does the independent work of project participants on individual or group research, creative tasks begin. It should be remembered that constant intermediate discussion of the information obtained in groups is required (in the classroom or in the scientific community, in the library, in group work in the media library, etc.). Also, an important and necessary stage in the implementation of projects is their defense, confrontation.

During training, the teacher uses several strategies to increase the effectiveness of the lesson. One of these strategies is the project method. The main feature of this method is that it is carried out in a planned manner. The goal of project-based education is to raise creative, active children who are capable of learning throughout their lives. When planning projects, it is necessary to take into account the principles of sequence and didacticism, the systematicity of the material, and clarity (Bhattacherjee, 2020).

The main provisions that must be decided before starting work are:

– which problem will be of most interest to students;

– not to limit students' freedom in making decisions;

– what the results will be approximately;

– determining the time frame for completing the project;

– selecting the necessary materials;

– considering what knowledge and skills students need before starting the project or during the project.

Organizing work using the project method takes place in several stages. Let us take a look at some of them (Nur, 2019).

The sequence of stages in working on a project in the European and American versions is listed as follows. In the American version, it is as follows:

– formulation of the expected learning outcome;

– understanding the concept of teaching materials;

– teaching skills;

– drafting a project topic;

– preparing a project proposal;

– carrying out project tasks;

– presenting a project report.

In the European version, work on a project goes through the following stages:

1. Preparation.
2. Planning.
3. Research.
4. Results.
5. Presentation or report.
6. Evaluation of results and process.

Other authors present us with five stages of the project procedure.

We have divided the work on the project into several parts (10 Super Examples, 2025):

1. Search stage. During it, the thematic area and topic of the project are determined, the problem is searched for and analyzed, the goal of the project is determined.

2. Analytical stage. At this stage of work, existing information is analyzed and new additional information is searched. At the same time, information is collected and studied, project participants are looking for the optimal way to achieve the project goal (analysis of alternative solutions), and they build an algorithm of actions. Also at this time, a project implementation plan is drawn up and resources are analyzed.

3. Practical stage. At this stage, planned technological operations are carried out, continuous quality control takes place, and (if necessary) changes are made to the design and technology of the project.

4. Presentation stage. At this time, presentation materials and project presentations are being prepared. The possibilities of using the project results (exhibition, sale, inclusion in the project bank, publication) are being studied.

5. Control stage. At this final stage, the project results are analyzed. The quality of the project completed by the students is assessed

Project-based learning helps students acquire and assimilate new knowledge. In particular, the teacher actively works on the methodology of the project. What is this method based on? It provides a sequence of structured learning situations, including practical instructions for the daily organization of the teaching-learning-control process. Technological procedures begin with students' attempts to describe in the form of a presentation the situation in which the pro-

posed problems must be solved (Baines, 2014).

Each project includes:

– initial instruction for a group of 5–7 students;

– individual tasks;

– stimulation of individual research activities.

Students are asked to discuss freely and openly all possible solutions to a given situation. During the discussion, the group is given instructions to guide the final decision through the following steps:

– problem definition;

– information communication;

– analysis of various aspects of the problem;

– generating possible solutions;

– identifying limiting circumstances and conditions;

– synthesizing promising solutions;

– preparing a final written explanation of the group's position.

The project method encourages interaction, tolerance of others' opinions, discussion of value priorities and philosophy. It helps to develop an individual perspective when responding to proposed research projects. This methodology allows you to model and form an effective intellectual process when preparing a decision for the whole group (Quliyev, 2010; Machanova, 2024b).

When implementing projects, theoretical and practical activities are taken into account together, since they represent two stages of a single activity, and practical activities prevail in the implementation process.

Project-based learning is the most effective teaching method for engaging and exciting primary school students. It emphasizes solving problems in the real world, allowing students to work on projects that are directly related to their lives and the world around them. It is also a teaching method in which students acquire knowledge and skills by working for a long time to investigate and answer original, attractive and complex questions, problems or issues (Machanova, 2024a).

Within the framework of a constructive approach, project-based learning enables students to acquire more lasting and meaningful knowledge. This is because learning by doing yields more enduring results than merely listening to a lecture. Through this method the students have the opportunity to apply abstract concepts into practice, gather real-life examples, and relate them to different subjects. Studies show that students' achievement in project-based learning often exceeds that of traditional teaching methods (Paparone, 2023).

When implementing project-based learning in the classroom, it is crucial to consider students' needs and ensure that the project is both relevant and engaging for them. Additionally, it is essential to make sure that the project is achievable and appropriate for their abilities, providing support and resources as needed.

According to D. Dewey and his followers, the project method is a method of teaching that can ensure the development of students' independence, critical thinking, and the ability to apply the acquired knowledge in practice, and can teach them the lesson. In this case, the role of the teacher is to guide and encourage the independent work of students (Sainato, 2008).

The formation of students' project activities is necessary to equip them with different skills to solve various problems, including educational problems. In modern pedagogy, project activities should be used as an integral part of the educational system in both classroom and extracurricular education (Types of Project Management, 2024).

While project-based learning has many advantages, it also has some challenges. Here are some of the main challenges associated with implementing project-based learning in primary school:

Engaging students: Engaging students and keeping them engaged throughout a project can be difficult. Keeping them on task and motivated throughout a project can be difficult.

Organizing materials: Project-based learning often requires a lot of materials. This can be difficult, especially if you don't have a lot of storage space (Larmer, 2015).

Differentiated instruction: Differentiating instruction can be difficult when working on a project. This is because all students are working on the same project and may be at different levels.

Assessing student learning: Measuring progress can be difficult with project-based learning, as students often work on different parts of the project at different times (Əliyeva, 2015).

"Intellectual maturity" also includes the presence of such qualities of thinking in younger schoolchildren as flexibility, variability and independence.

We have analyzed the main features of the project methodology and the conditions for its effectiveness, the main requirements for project-based learning and types of projects.

The project method is a learning process in which students acquire knowledge in the process of planning and implementing practical tasks – projects. Among the general ed-

ucational goals of the project method, three main ones can be distinguished:

1. To contribute to increasing the personal confidence of each participant in project-based learning, its implementation and reflection.

2. To form in students an awareness of the importance of teamwork, the role of cooperation, joint action in the process of performing creative tasks to achieve results; inspire children to develop communication skills.

3. To develop research skills.

The effectiveness of this method largely depends on the following factors:

– taking into account the age characteristics of students;

– the role of the teacher;

– creativity;

– taking into account the characteristics of a specific group of students;

– creation of a choice situation when determining the topic of the project;

– organic combination of various ways of forming project groups;

– selection of the appropriate type of project activity.

The most important requirement in the context of project-based learning in primary school, from our point of view, is the development of a plan, that is, the operational development of the project, which includes a list of specific actions indicating the result, deadlines and results. Constant monitoring of discipline and clear organization of the learning process, taking into account the age of the subjects, are required (5 Phases of Project Management, 2025).

A wide classification of project types and clearly formulated requirements for the organization of increasingly popular project activities give teachers great potential in organizing a wide variety of projects, which, in addition to stimulating students' interest in the subject, allow them to apply the acquired knowledge.

Conclusion. Project-based learning is a teaching method that allows students to apply theoretical knowledge to real-world problems. In project-based learning, students can complete assignments in the classroom or outdoors. By engaging students in hands-on learning activities, they gain knowledge that is directly relevant to their lives and reinforce the topics they are learning. If traditional subject education requires only the presence of components of the educational process, such as a teacher, a student (or a group of students) and educational material, the project method requires the following:

1) the presence of a socially significant task or problem;

2) the presence of a clear action plan for solving the problem, that is, the design of the project itself, in particular, the determination of the type of product and form of presentation;

3) the presence of scientific research work by schoolchildren;

4) the presence of the result of work on the project - the product (each stage of work on the project should have its own product);

5) presentation of the finished work.

Thus, we learned that there are several classifications of stages of work on a project. Naturally, the quality and efficiency of creating a project depends not only on the teacher's skills and the interest of students, but also on the relevance of the topic. The complexity of the project, as well as how accurately the project creators follow the main stages of its implementation. The project method contributes to the development of all areas of student independence, personality, and ensures the student's subjectivity in the educational process (Felipe et al., 2016).

– An analysis of psychological and pedagogical literature shows that the use of the project method in primary grades has not yet been widely explored. Each teacher has the right to regulate the process of organizing project activities both in the classroom and extracurricular hours, taking into account the abilities of each student.

The project method is a pedagogical technology, the aimed not only at integrating acquired knowledge, but also at acquiring new knowledge through independent work. The student project serves as a didactic tool for activating cognitive activity, developing creative skills, and simultaneously fostering certain personal qualities. Additionally, the project is a result of the adopting the basic educational program of primary general education.

The use of this method contributes to the development and individualization of the child's personality, the formation of motivation in students to acquire knowledge. Due to the disruptive nature of the project method, young students acquire knowledge about the language being studied, as well as develop activity and creativity. At the same time, the main task of the teacher is to interest the child, to involve him in the activity environment.

Working on a project is one of the ways for a student to enter socially normalized activity, during which the child learns to determine the boundaries of his independence, freedom and responsibility. This technology allows the child to cultivate such qualities as morality, sociability, develops creative skills, instills the ability to do useful work for socie-

ty, and adapts the future generation to modern life. However, the trends emerging in the process of organizing project activities of young students indicate the need to regulate the emerging experience.

The ability to use the project method is an indicator of the teacher's high qualification, his progressive teaching and development methods. The teacher can and should use every positive aspect of the experience of teachers working to form the motivation of students in his work. The teaching process should be flexible in terms of content, form of presentation of the material, and at the same time, one of the main tasks of education - the assimilation of students' knowledge - should be strong and meaningful, and education itself should be considered desirable and expedient.

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ПРОЄКТНЕ НАВЧАННЯ В ПОЧАТКОВІЙ ШКОЛІ: ШЛЯХ ДО АКТИВНОГО НАВЧАННЯ

Анотація. Проєктне навчання (PBL) – це інноваційний підхід до навчання, який сприяє активізації навчальної діяльності у початкових школах. Замість традиційного навчання PBL залучає учнів молодших класів до практичних проєктів, що потребуватиме критичного мислення, співпраці та вирішення проблем. Працюючи над проєктними завданнями, учні розвиватимуть глибше розуміння предметів, водночас покращуючи ключові навички XXI століття такі, як спілкування, креативність та самостійність навчання.

У початковій освіті PBL заохочує цікавість та активну участь учнів у навчальній діяльності, роблячи уроки більш цікавими та актуальними. Вчителі, виступаючи як посередники, набувають можливості направляти учнів на опанування знань в умовах PBL. Проєкти зазвичай розробляються на основі реальних проблем, дозволяючи учням пов'язувати здобуті у класі знання із повсякденним життям.

Такий підхід не лише покращує академічну успішність, а й розвиває соціальні та емоційні навички. Учні беруть на себе відповідальність за своє навчання, працюють у командах і набувають впевненості у висловленні своїх ідей. Крім того PBL підтримує диференціацію навчання, задовольняючи різноманітні потреби учнів та стилі навчання.

Незважаючи на певні переваги, успішне впровадження PBL потребує ретельного планування. Вчителі мають розробляти структуровані, але гнучкі проєкти, забезпечувати необхідні ресурси та створювати середовище, де учні почуватимуться прилученими до досліджень та експериментів. Ефективна інтеграція у навчальну програму PBL перетворює початкову освіту на активний, орієнтований на учня досвід, готуючи дітей до безперервного навчання.

Ключові слова: навичка, план, учень, початкова школа, знання, діяльність, метод.