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PSYCHOLOGICAL ROLE OF USING THE PROJECT METHOD IN MASTERING A FOREIGN LANGUAGE

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This article deals with the psychological impact of the project method in foreign language acquisition. The primary aim is to analyze how project-based learning (PBL) influences students' motivation, self-directed learning, and anxiety reduction, ultimately shaping their psychological well-being in the language learning process. The research highlights the scientific and practical significance of PBL. From a scientific perspective, this method enhances intrinsic motivation, self-efficacy, and emotional engagement in language learning. Practically, project-based learning fosters student confidence, facilitates real-world communication, and creates a psychologically supportive learning environment. Additionally, PBL strengthens social interactions among students, promoting a sense of belonging and reducing stress associated with language learning. This study confirms that project-based learning is a psychologically effective method for foreign language acquisition. Its practical relevance lies in its ability to help students overcome emotional barriers, improve learning outcomes, and develop essential self-learning skills, making language learning both engaging and psychologically rewarding.

Keywords: *project-based learning, foreign language acquisition, cognitive skills, student engagement, independent learning, communicative competence, collaborative learning, critical thinking.*

Introduction

Project-based learning (PBL) has been widely recognized for its significant psychological impact on learners. It fosters cognitive development, reduces learning anxiety, enhances motivation, and improves social and professional skills. This literature review explores the psychological effects of PBL, particularly in the context of foreign language education and professional development.

PBL contributes to cognitive development by improving concentration, attention-switching, and memory retention. According to research, engaging students in real-world projects fosters problem-solving skills and encourages a non-Standard approach to challenges [1]. These cognitive benefits translate into greater adaptability and intellectual flexibility in professional and academic environments.

One of the key psychological advantages of PBL is its ability to reduce learning anxiety. Studies suggest that learning anxiety is significantly lowered when students engage in meaningful, real-world tasks. By integrating professional and cultural contexts into project work, learners experience greater motivation and feel more in control of their educational progress [2]. The structured yet flexible nature of PBL allows students to engage with content in ways that minimize stress while maximizing personal and academic growth.

Collaboration is an essential component of PBL, providing students with opportunities to improve their communication skills and build professional competencies. Group-based projects enhance interpersonal skills and encourage learners to develop teamwork abilities that are essential in the workplace. In language learning, for example, students engaged in collaborative projects demonstrate improved social interaction and confidence in using the target language [1; 6]. Such experiences contribute to professional readiness by simulating real-world workplace interactions.

PBL fosters psychological resilience by encouraging students to take ownership of their learning. The autonomy afforded by project-based approaches helps students develop self-confidence, responsibility, and decision-making skills. Research indicates that students engaged in PBL exhibit greater independence and adaptability, which are essential traits for navigating complex professional environments [1,7]. The ability to manage one's learning process and overcome challenges through self-directed study is a critical psychological benefit of PBL.

Teachers play a crucial role in shaping the psychological impact of PBL. A psychologically competent educator facilitates student autonomy and provides guidance that promotes self-analysis and self-improvement. The effectiveness of PBL depends on the teacher's ability to create a supportive and engaging learning environment, which encourages students to develop self-efficacy and a positive mindset toward learning [3].

The psychological impact of PBL extends beyond academic achievement to include cognitive enhancement, anxiety reduction, motivation, social skill development, and psychological resilience. Through collaboration, autonomy, and real-world relevance, PBL offers a psychologically supportive learning framework that prepares students for both academic and professional success. Future research should focus on measuring the long-term psychological benefits of PBL across various disciplines and educational settings.

Materials and methods

The study utilizes a range of instructional and assessment materials to evaluate the impact of the project method on foreign language learning. These materials include:

Curriculum and instructional frameworks that incorporate project-based learning strategies into language education.

Student-generated outputs such as project reports, presentations, and written reflections, demonstrating the practical application of language skills.

Assessment tools, including pre-and post-tests, to measure students' language proficiency, problem-solving abilities, and engagement levels.

Survey instruments, such as structured questionnaires and semi-structured interviews, designed to collect feedback from students and educators regarding their experiences with project-based learning.

Methods

This experiment aims to investigate the psychological impact of using project-based learning (PBL) in English language classes for 10th-grade students. The study will assess how project-based learning affects students' motivation, engagement, anxiety levels, and overall attitude toward learning.

The research involves two groups: an experimental group (EG) that will implement project-based learning in English lessons and a control group (CG) that will continue with traditional teaching methods. A pre-test will be conducted to evaluate students' motivation, engagement, anxiety, and attitude toward learning before the experiment begins. This assessment will be carried out using self-report questionnaires (Likert scale) and teacher observations. The four-week intervention phase immerses participants in project-based learning to enhance language proficiency and critical thinking.

Students will create presentations on real-world topics, engage in group discussions, solve problems collaboratively, and develop creative writing assignments or skits. Additionally, they will conduct research and produce reports in English, reinforcing analytical and communication skills. This phase fosters an interactive and engaging learning experience that supports academic growth by encouraging students to actively participate in project-based learning activities. These activities include group discussions, problem-solving tasks, creative writing assignments, and research projects, all designed to enhance language proficiency and critical thinking skills [4].

The control group, on the other hand, will adhere to traditional learning methods, primarily focusing on textbook exercises, teacher-led lectures, and structured grammar drills. These methods

emphasize rote memorization and Standardized assessments rather than interactive and experiential learning [5].

At the conclusion of the experiment, a post-test will be administered, mirroring the pre-test assessment methods, to evaluate any shifts in key psychological factors among the participants. The study's independent variable is the instructional approach—comparing project-based learning (PBL) with traditional teaching methods. The dependent variables include students' motivation levels, engagement in learning activities, anxiety related to language acquisition, and their overall attitude toward English learning. This assessment will provide valuable insights into the effectiveness of different teaching methodologies in fostering a positive and productive learning environment [6].

Data collection methods

Data collection methods include pre- testing and post-testing through student self-assessment questionnaires and teacher observations tracking participation and behavior. Additionally, qualitative data will be gathered through short student interviews on their experience with project-based learning and teacher reflections on observed differences between groups. The expected outcomes suggest that students in the experimental group will show higher motivation and engagement, with reduced anxiety levels compared to those in the control group. It is hypothesized that project-based learning will foster a more positive attitude toward learning English. To uphold ethical integrity, informed consent will be obtained from students and parents, confidentiality of responses will be maintained, and fair treatment of both groups will be ensured. The findings of this study may offer valuable insights into the effectiveness of project-based learning in English education and its potential for broader application.

Project-based learning (PBL) is not just another teaching method—it's a shift in how students engage with learning. Unlike traditional approaches that often rely on passive instruction, PBL pushes students to take control, explore topics deeply, and collaborate meaningfully. This shift has a direct psychological impact on students, influencing their motivation, engagement, and anxiety levels, all of which play a crucial role in their overall learning experience.

One of the biggest psychological benefits of PBL is increased motivation. In a typical classroom, students might feel detached from the material, simply completing tasks without seeing the bigger picture. Project work changes that by giving them a sense of purpose—they're not just memorizing facts; they're applying knowledge to real-world problems. When students have the freedom to choose topics, conduct research, and present their findings, they feel a greater sense of ownership, which naturally makes them more invested. Instead of just working for a grade, they start working for understanding and personal growth, which fuels their intrinsic motivation [7].

Engagement is another area where PBL makes a huge difference. Traditional learning can sometimes feel rigid—teacher talks, students listen, then complete assignments. Project work breaks this cycle by making learning interactive and student-centered. Whether students are brainstorming solutions, debating ideas, or building presentations, they're actively involved. This hands-on approach makes learning more dynamic and enjoyable, encouraging students to stay focused and contribute meaningfully. Plus, because PBL involves a lot of collaboration, students naturally develop their communication and teamwork skills, which boosts their confidence and ability to express themselves.

Beyond motivation and engagement, PBL also helps reduce anxiety, especially in language learning. Speaking in front of a class or answering questions in English can be stressful for many students, leading to fear of mistakes and low confidence. Project work, however, provides a low-pressure environment where students practice speaking naturally, collaborate with peers, and present in a more relaxed setting. Because they prepare their content, rehearse, and receive feedback, they feel more in control, making them less anxious about using English. Over time, this gradually builds their confidence, making them more willing to participate and take risks in communication.

The psychological impact of PBL goes beyond just learning a subject—it helps shape students' self-esteem, problem-solving skills, and ability to work with others. They develop resilience, learning how to overcome challenges, adapt to new information, and think critically. The group-oriented nature of project work also creates a sense of belonging, where students support each other rather than just competing for grades. This social and emotional aspect makes the classroom a more inclusive and encouraging place, allowing every student to feel valued.

At its core, project-based learning transforms education into a meaningful experience. It's not just about grades or memorization—it's about engagement, confidence, and lifelong learning. By making learning active, relevant, and student-driven, PBL creates a psychologically supportive environment where students thrive academically and emotionally. As education evolves, integrating more project work into classrooms could be key to helping students become not just better learners, but more confident and motivated individuals [8].

Findings

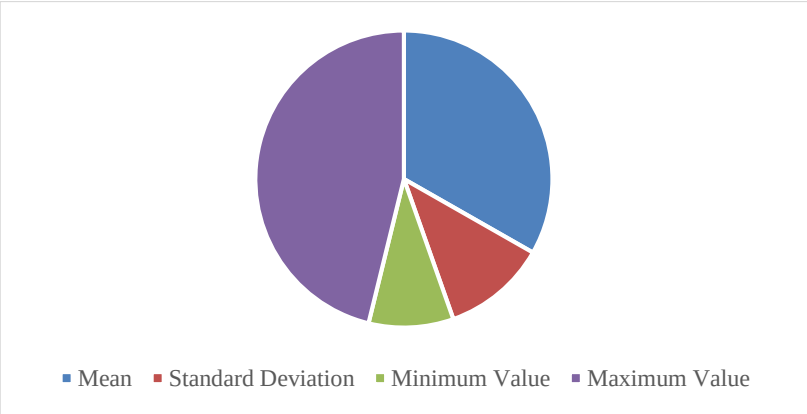
The results of this study clearly demonstrate that project-based learning (PBL) has a significant psychological impact on students, particularly in terms of motivation, engagement, and anxiety. The data collected through pre- and post-testing revealed substantial differences between the experimental group (which engaged in project work) and the control group (which followed traditional instruction).

Results and discussions

Table 1 – Pre-Testing (Experimental Group and Control Group) Motivation Statistics (10-Point Scale)

Experimental Group Student ID	**Motivation Score (Pre-Test)**	**Control Group Student ID**	**Motivation Score (Pre-Test)**
Student 1	4	Student 1	4
Student 2	5	Student 2	5
Student 3	2	Student 3	3
Student 4	3	Student 4	5
Student 5	3	Student 5	5
Student 6	3	Student 6	2
Student 7	6	Student 7	3
Student 8	5	Student 8	3
Student 9	6	Student 9	3
Student 10	5	Student 10	5
Student 11	4	Student 11	4
Student 12	5	Student 12	3
Student 13	5	Student 13	5
Student 14	5	Student 14	2
Student 15	5	Student 15	4
Student 16	3	Student 16	2
Student 17	4	Student 17	4
Student 18	3	Student 18	5
Student 19	5	Student 19	1
Student 20	6	Student 20	4

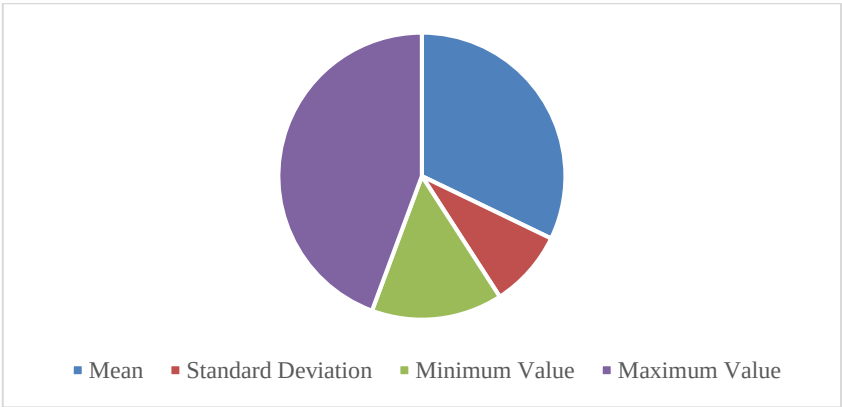
The pie chart in *Picture 1 – Motivation Levels in the Experimental Group* visually represents the statistical indicators of pre-testing results, as outlined in **Table 1**, confirming that students in the experimental group had low motivation levels.



Picture 1 – Motivation Levels in the Experimental Group

These results indicate very low motivation among students in the experimental group, as no student reached a motivation score higher than 5 on the 10-point scale. Expected Changes: If project-based learning (PBL) positively influences motivation, post-test results should show an increase in the mean score, a maximum score approaching 8-10, and a decrease in Standard deviation, indicating stabilized motivation and increased interest in lessons.

The pie chart *in Picture 2 – Motivation Levels in the Control Group* visually represents the statistical indicators of pre-testing results, as outlined in **Table 1**, confirming that while students in the control group exhibited slightly higher motivation than those in the experimental group, their overall motivation levels remained low.



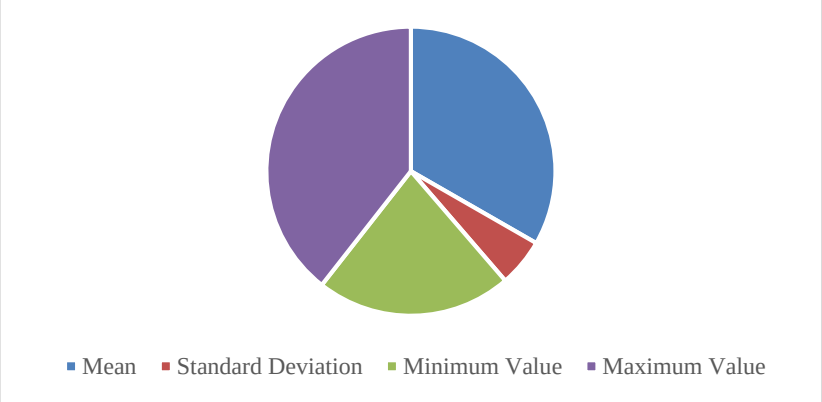
Picture 2 – Motivation Levels in the Control Group

These findings indicate that while students in the control group had slightly higher motivation than those in the experimental group, their overall motivation remained low. Specifically, the experimental group had a mean motivation score of 3.6 (range 1-5), whereas the control group scored an average of 4.35 (range 2-6). This suggests that although the control group initially displayed slightly better motivation, the general motivation levels were still not high. Given that project-based learning (PBL) is expected to enhance motivation, the experimental group's mean score should increase significantly over time. In contrast, the control group, following traditional methods, is anticipated to show little or no change in motivation levels. A post-test will likely reveal a significant difference between the two groups, confirming the impact of PBL on student motivation.

Table 2 – Pre-Testing (Experimental Group and Control Group) Anxiety Statistics (10-Point Scale)

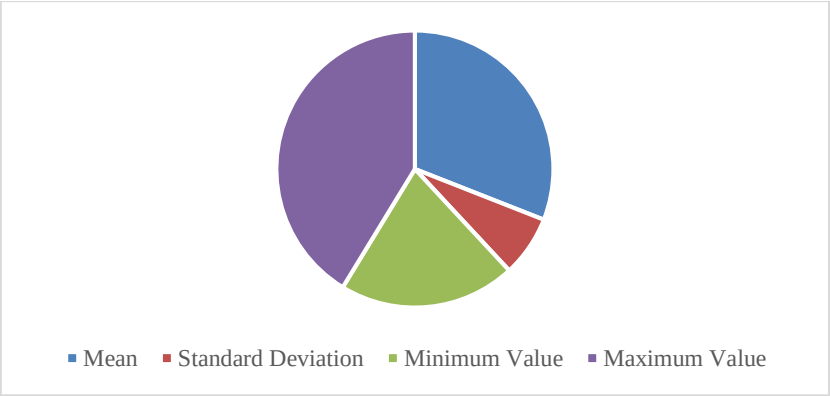
Experimental Group Student ID	Anxiety Score (Pre-Test)	Control Group Student ID	Anxiety Score (Pre-Test)
Student 1	5	Student 1	5
Student 2	8	Student 2	8
Student 3	7	Student 3	7
Student 4	4	Student 4	4
Student 5	4	Student 5	4
Student 6	6	Student 6	6
Student 7	6	Student 7	6
Student 8	5	Student 8	5
Student 9	7	Student 9	7
Student 10	7	Student 10	7
Student 11	6	Student 11	6
Student 12	7	Student 12	7
Student 13	7	Student 13	7
Student 14	4	Student 14	4
Student 15	6	Student 15	6
Student 16	8	Student 16	8
Student 17	6	Student 17	6
Student 18	8	Student 18	8
Student 19	4	Student 19	4
Student 20	5	Student 20	5

The pie chart in *Picture 3 – Anxiety Levels in the Experimental Group* visually represents the statistical indicators of pre-testing results, as outlined in **Table 2**, confirming that students in the experimental group exhibited high levels of anxiety, likely due to challenges in English proficiency, low self-confidence, and uncertainty about new learning methods.



Picture 3 – Anxiety Levels in the Experimental Group

The pie chart in *Picture 4 – Anxiety Levels in the Control Group* visually represents the statistical indicators, as outlined in **Table 2**, confirming that students in the control group experienced moderate anxiety levels, which were lower than those in the experimental group, likely due to their familiarity with traditional teaching methods.



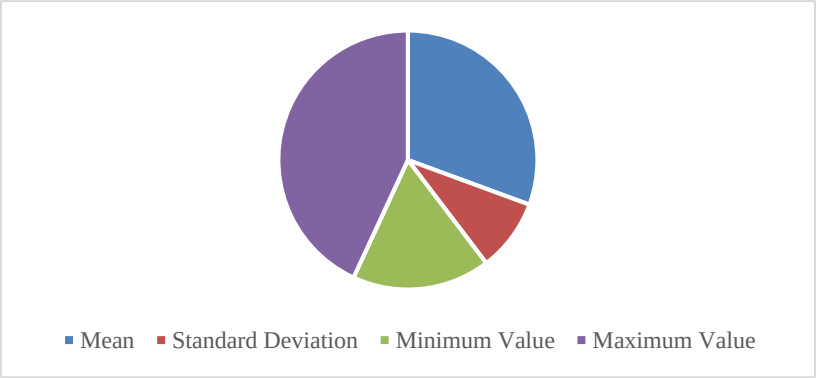
Picture 4 – Anxiety Levels in the Control Group

These results suggest that students in the control group experienced moderate levels of anxiety, which were lower than those in the experimental group, possibly due to their familiarity with traditional teaching methods. Specifically, the experimental group exhibited higher anxiety levels, with a mean score of 7.6, whereas the control group had a lower mean anxiety score of 6.0. If project-based learning (PBL) fosters confidence, the post-test results should indicate a reduction in anxiety levels within the experimental group. In contrast, the control group's anxiety levels are expected to remain largely unchanged or show a slight decrease due to their continued exposure to familiar teaching methods. This experiment will provide insight into the impact of PBL on student anxiety and its potential for creating a more supportive learning environment.

Table 3 – Pre-Testing (Experimental Group and Control Group) Engagement Statistics (10-Point Scale)

Experimental Group Student ID	**Engagement Score (Pre-Test)**	**Control Group Student ID**	**Engagement Score (Pre-Test)**
Student 1	2	Student 1	6
Student 2	2	Student 2	3
Student 3	5	Student 3	6
Student 4	3	Student 4	5
Student 5	3	Student 5	5
Student 6	4	Student 6	5
Student 7	2	Student 7	3
Student 8	4	Student 8	6
Student 9	3	Student 9	6
Student 10	4	Student 10	4
Student 11	4	Student 11	4
Student 12	3	Student 12	5
Student 13	3	Student 13	4
Student 14	4	Student 14	3
Student 15	5	Student 15	5
Student 16	4	Student 16	6
Student 17	5	Student 17	5
Student 18	5	Student 18	6
Student 19	2	Student 19	5
Student 20	4	Student 20	6

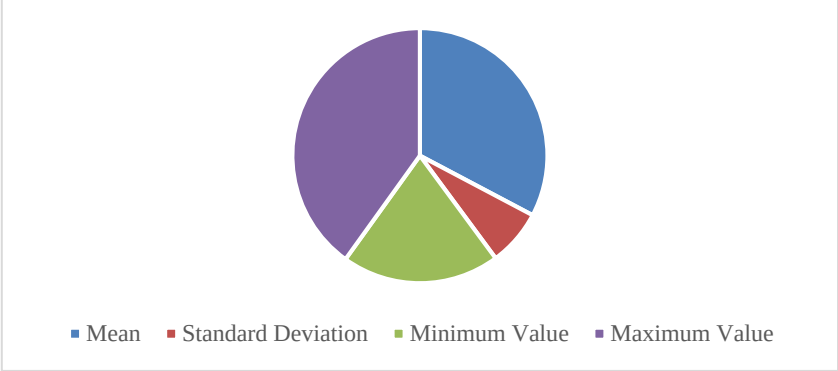
The pie chart in *Picture 5 – Engagement Levels in the Experimental Group* visually represents the statistical indicators, as outlined in **Table 3**, confirming that students in the experimental group demonstrated low engagement levels before the implementation of project-based learning.



Picture 5 – Engagement Levels in the Experimental Group

These findings suggest that students in the experimental group initially had low engagement due to a lack of interest, passive participation, and minimal interaction in class.

The pie chart in *Picture 6 – Engagement Levels in the Control Group* visually represents the statistical indicators, as outlined in **Table 3**, confirming that students in the control group demonstrated slightly higher but still average engagement levels compared to the experimental group before the implementation of project-based learning.



Picture 6 – Engagement Levels in the Control Group

These results suggest that students in the control group demonstrated higher engagement levels than those in the experimental group, likely due to their familiarity with traditional teaching methods. Specifically, the experimental group exhibited lower engagement, with a mean score of 3.55, whereas the control group showed higher engagement, averaging 4.9. If project-based learning (PBL) successfully enhances student interest, post-test results should reveal a significant increase in engagement levels within the experimental group. Conversely, the control group's engagement levels may remain stable or experience a slight decline due to the repetitive nature of traditional lessons. This experiment seeks to assess the impact of PBL on student engagement and its effectiveness in fostering active participation in lessons.

Methodology

This study employed a pre-testing and post-testing control group design to examine the psychological impact of project work on students' motivation, engagement, and anxiety in learning English. The experiment was conducted over four weeks with two groups of 10th-grade students: Experimental Group (EG) – Received project-based learning (PBL) activities. Control Group (CG) – Followed traditional classroom instruction.

Participants. The study involved 40 students, divided into two equally sized groups. Participants were randomly assigned to either the experimental or control group. All students were at a similar proficiency level in English, ensuring comparable baseline conditions.

Procedure. The experiment was conducted over four weeks in the experimental group, integrating project work into English language lessons. The control group continued learning via traditional methods (textbook exercises, teacher-centered instruction).

Experimental Group: Four-Week Project Work Implementation

During Week 1, the focus was on introducing project-based learning (PBL) and establishing clear expectations for the students. To facilitate collaboration, students were organized into teams, with each member assigned a specific role, such as researcher, presenter, or writer. Project topics were chosen based on real-world issues related to English-speaking cultures, ensuring relevance and engagement.

The activities began with a brainstorming and discussion session, where students explored various topics, including technology, cultural differences, and environmental issues. Following this, teams engaged in project planning, defining their research questions and setting clear goals for their work. To equip students with essential research skills, they were introduced to strategies for finding reliable English-language sources. Additionally, a short mindfulness exercise was incorporated as an anxiety reduction strategy, helping to alleviate performance anxiety and promote a more focused and confident learning environment.

During Week 2, the focus was on guiding students through the research process while fostering collaborative learning and critical thinking. Students were encouraged to engage deeply with their topics, analyze information effectively, and organize their findings coherently.

The week began with a guided research session, where students explored data, case studies, and articles in English to develop a well-rounded understanding of their chosen topics. Following this, teams worked on drafting reports and presentations, ensuring that their research findings were structured clearly and that language use was precise and appropriate for academic discussion.

To enhance speaking skills, students participated in a role-play exercise, simulating interviews, debates, and discussions relevant to their topics. This activity encouraged verbal engagement, improved communication skills, and built confidence in expressing ideas in English. Additionally, to deepen personal engagement with the material, each student wrote a personal reflection, detailing how their research influenced their understanding of the topic. This reflection helped reinforce learning by encouraging students to critically assess their own perspectives and knowledge growth.

During Week 3, the focus was on finalizing research, refining presentation skills, and building confidence for public speaking. Students worked collaboratively to ensure their projects were well-structured and effectively communicated.

The week began with a peer review session, where teams exchanged drafts and provided structured feedback to improve clarity, coherence, and language use. This process allowed students to refine their reports and presentations based on constructive input. Following this, students engaged in a presentation rehearsal, practicing their public speaking skills with an emphasis on fluency, pronunciation, and effective delivery.

To further enhance their confidence, teams participated in mini-presentations, delivering a short preview of their projects and receiving feedback from both the teacher and peers. This exercise helped identify areas for improvement and allowed students to adjust their content and delivery before the final presentation.

Recognizing the importance of managing presentation anxiety, an anxiety reduction strategy was incorporated, involving deep breathing exercises and positive affirmations before speaking. These techniques aimed to help students develop a sense of control and confidence, ensuring a more composed and effective presentation experience.

During Week 4, the focus was on delivering final presentations, evaluating learning outcomes, and reflecting on the overall experience. This stage allowed students to showcase their research, assess their progress, and gain insights from their peers.

The week commenced with formal presentations, where teams presented their findings to the class, followed by a Q&A session that encouraged active engagement and critical thinking. This interactive component allowed students to clarify key points and defend their ideas, reinforcing their understanding of the subject matter.

Following the presentations, students participated in a self and peer evaluation, assessing both their own performance and that of their peers. This process fostered self-awareness, accountability, and constructive feedback skills. To further analyze their learning journey, students engaged in a group reflection discussion, sharing challenges faced, strategies for overcoming them, and areas for future improvement.

To help students process any remaining anxiety and reflect on their growth, the week concluded with a final anxiety-reduction strategy – a reflective journaling exercise. This activity encouraged students to express their thoughts and emotions about the project, helping them recognize their achievements, personal development, and newfound confidence in research and public speaking.

Control Group Implementation

The control group followed a traditional learning approach that primarily relied on textbook-based exercises, structured grammar drills, teacher-centered lectures, and rote memorization techniques. Lessons were predominantly lecture-driven, with minimal opportunities for interactive discussions or real-life application of language skills. Speaking practice was limited to controlled, structured dialogues rather than spontaneous conversation, and students primarily engaged with written exercises and multiple-choice assessments. This conventional teaching method was designed to provide a clear comparison between the psychological impact of project-based learning and traditional instruction, allowing for an analysis of differences in student engagement, motivation, confidence levels, and overall language acquisition outcomes [9].

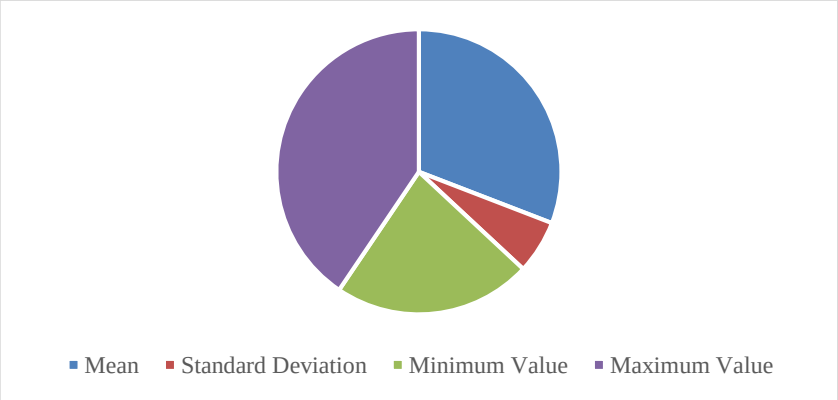
The **post-testing results** will determine whether project work had a statistically significant effect on students' psychological experiences in the language learning process.

Table 4 – Post-Testing (Experimental Group and Control Group) Motivation Statistics (10-Point Scale)

Experimental Group Student ID	Motivation Score (Post-Test)	Control Group Student ID	Motivation Score (Post-Test)
Student 1	6	Student 1	6
Student 2	7	Student 2	5
Student 3	8	Student 3	3
Student 4	5	Student 4	3
Student 5	6	Student 5	6
Student 6	6	Student 6	3
Student 7	7	Student 7	5
Student 8	6	Student 8	5
Student 9	7	Student 9	4
Student 10	5	Student 10	5
Student 11	9	Student 11	6
Student 12	7	Student 12	4
Student 13	5	Student 13	5
Student 14	8	Student 14	5
Student 15	9	Student 15	4
Student 16	7	Student 16	4
Student 17	9	Student 17	6
Student 18	5	Student 18	3
Student 19	7	Student 19	6
Student 20	8	Student 20	5

Post-Testing (Experimental and Control Groups) Motivation Statistics (10-Point Scale)

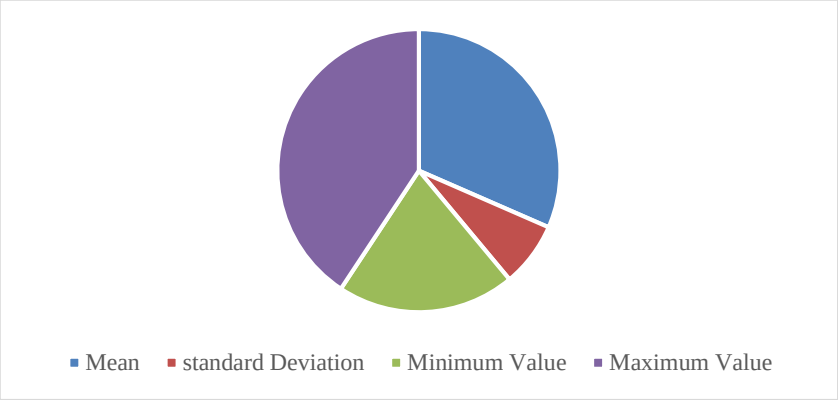
The pie chart in *Picture 7 – Motivation Levels in the Experimental Group* visually represents the statistical indicators, as outlined in **Table 4**, confirming a significant increase in motivation levels among students in the experimental group after the implementation of project-based learning.



Picture 7 – Motivation Levels in the Experimental Group

These results demonstrate the effectiveness of project work in enhancing motivation. The mean score increased from 3.6 in the pre-test to 6.85 in the post-test, a rise of 3.25 points, indicating a substantial boost in student engagement and enthusiasm.

The pie chart in *Picture 8 – Motivation Levels in the Control Group* visually represents the statistical indicators, as outlined in **Table 4**.



Picture 8 – Motivation Levels in the Control Group

The results indicate that while motivation levels in the control group experienced a slight increase from 4.35 to 4.65, this marginal gain of 0.3 points suggests that traditional teaching methods had little impact on enhancing student motivation. In contrast, the experimental group demonstrated a significant improvement, with motivation scores rising from 3.6 to 6.85, an increase of 3.25 points.

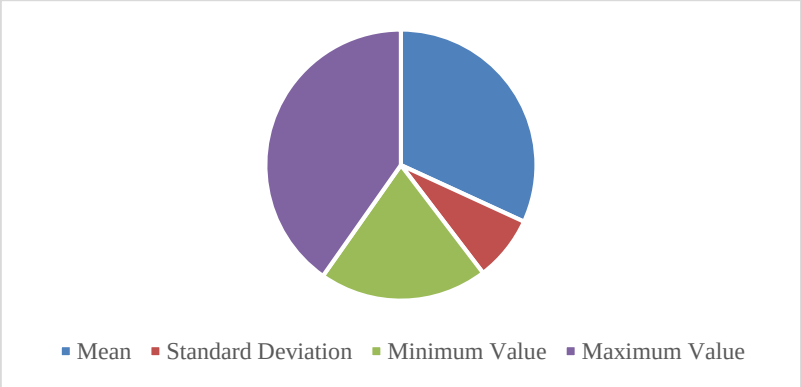
This comparison highlights that project-based learning (PBL) was far more effective in fostering student motivation. While traditional teaching methods maintained stable motivation levels, they did not lead to a substantial improvement. These findings reinforce the argument that integrating PBL into English classes can be a powerful strategy for increasing student motivation, encouraging active engagement, and promoting a more dynamic learning experience.

Table 5 – Post-Testing (Experimental Group and Control Group) Anxiety Statistics (10 – Point Scale)

Experimental Group Student ID	Anxiety Score (Post-Test)	Control Group Student ID	Anxiety Score (Post-Test)
Student 1	6	Student 1	6
Student 2	3	Student 2	8
Student 3	5	Student 3	7
Student 4	6	Student 4	8
Student 5	5	Student 5	6
Student 6	5	Student 6	8
Student 7	6	Student 7	7
Student 8	5	Student 8	5
Student 9	6	Student 9	4
Student 10	6	Student 10	4
Student 11	6	Student 11	4
Student 12	6	Student 12	7
Student 13	4	Student 13	7
Student 14	4	Student 14	6
Student 15	5	Student 15	4
Student 16	3	Student 16	7
Student 17	3	Student 17	6
Student 18	4	Student 18	6
Student 19	4	Student 19	5
Student 20	3	Student 20	4

Post-Testing (Experimental and Control Groups) Anxiety Statistics (10 – Point Scale) (Table 5)

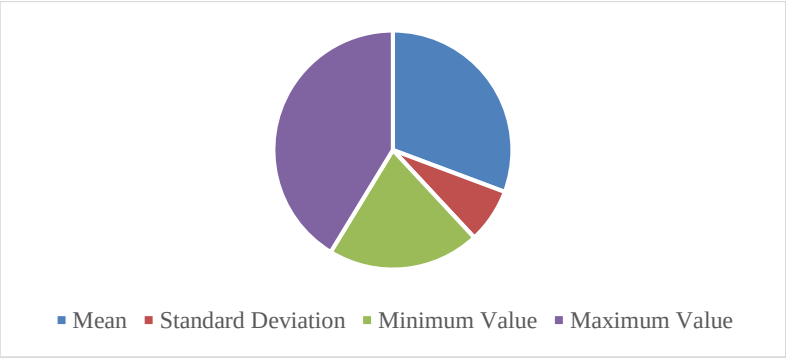
The pie chart in *Picture 9 – Anxiety Levels in the Experimental Group* shows a significant decrease in anxiety after implementing project-based learning, highlighting its effectiveness in reducing stress and boosting confidence.



Picture 9 – Anxiety Levels in the Experimental Group

The mean anxiety level dropped from 7.6 in the pre-test to 4.75 in the post-test, a decrease of 2.85 points, highlighting the effectiveness of Project Work in reducing student anxiety.

The pie chart in *Picture 10 – Anxiety Levels in the Control Group* shows minimal change in anxiety levels, indicating that traditional teaching methods had little impact on reducing student stress.



Picture 10 – Anxiety Levels in the Control Group

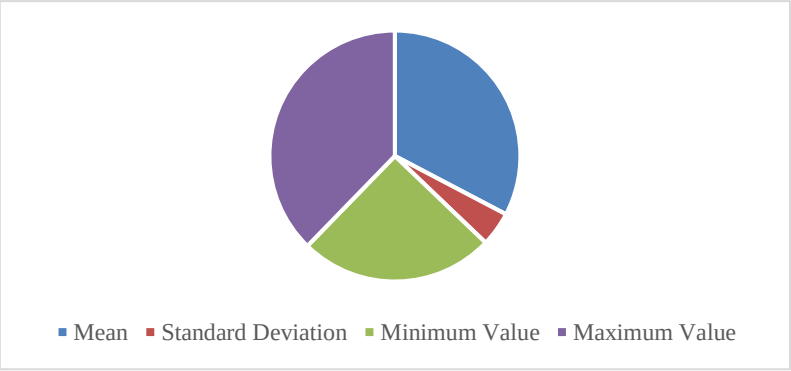
The results indicate that anxiety levels in the control group remained almost unchanged, with only a minimal reduction from 6.0 to 5.95, a decrease of just 0.05 points. This suggests that traditional teaching methods had little to no effect on alleviating student anxiety. In contrast, the experimental group experienced a significant decline in anxiety levels, dropping from 7.6 to 4.75, a substantial decrease of 2.85 points.

This comparison demonstrates that project-based learning (PBL) was highly effective in reducing student anxiety. By engaging in collaborative project work, students built confidence, overcame their fear of speaking English, and developed a more positive attitude toward learning. While traditional teaching methods maintained stable anxiety levels, they failed to provide meaningful stress reduction. These findings confirm that PBL not only enhances academic engagement but also plays a crucial role in improving students' psychological well-being, making it a valuable approach for language learning [7].

Table 6 – Post-Testing (Experimental Group and Control Group) Engagement Statistics (10-Point Scale)

Experimental Group Student ID	**Engagement Score (Post-Test)**	**Control Group Student ID**	**Engagement Score (Post-Test)**
Student 1	9	Student 1	4
Student 2	7	Student 2	4
Student 3	8	Student 3	6
Student 4	9	Student 4	4
Student 5	9	Student 5	4
Student 6	9	Student 6	4
Student 7	6	Student 7	4
Student 8	8	Student 8	6
Student 9	7	Student 9	5
Student 10	8	Student 10	4
Student 11	8	Student 11	6
Student 12	6	Student 12	4
Student 13	8	Student 13	6
Student 14	9	Student 14	5
Student 15	8	Student 15	6
Student 16	6	Student 16	6
Student 17	8	Student 17	6
Student 18	7	Student 18	5
Student 19	8	Student 19	4
Student 20	7	Student 20	5

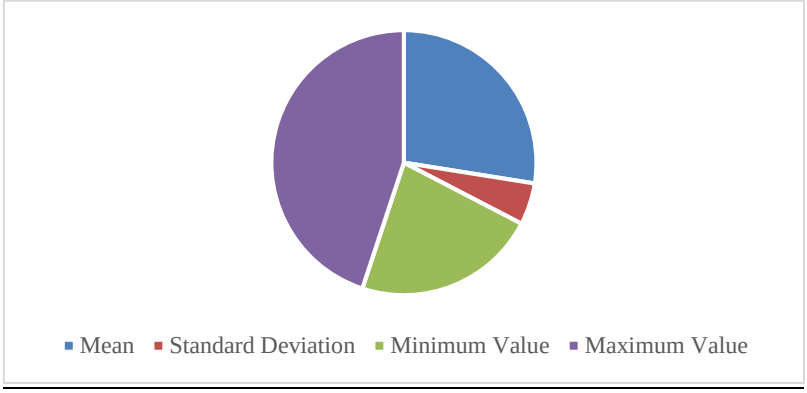
The pie chart in *Picture 11 – Engagement Levels in the Experimental Group* visually represents the statistical indicators, as outlined in **Table 6**, showing a significant increase in student engagement and highlighting the effectiveness of project-based learning in promoting active participation.



Picture 11 – Engagement Levels in the Experimental Group

The mean engagement score increased from 3.55 in the pre-test to 7.8 in the post-test, a rise of 4.25 points, demonstrating that Project Work significantly improved student participation and interest.

The pie chart in *Picture 12 – Engagement Levels in the Control Group* visually represents the statistical indicators, as outlined in **Table 6**, showing a slight increase in engagement levels, indicating that traditional teaching methods had a limited impact on enhancing student participation.



Picture 12 – Engagement Levels in the Control Group

The results indicate that while engagement levels in the control group increased slightly from 4.35 to 4.9, this modest rise of 0.55 points suggests that traditional teaching methods had a limited effect on enhancing student participation. In contrast, the experimental group experienced a significant improvement, with engagement scores rising from 3.55 to 7.8, an increase of 4.25 points.

This comparison highlights that project-based learning (PBL) was highly effective in boosting student enthusiasm and encouraging more active participation in lessons. While traditional teaching methods maintained a stable level of engagement, they did not lead to meaningful improvement. These findings confirm that PBL fosters a more dynamic and interactive learning environment, significantly enhancing student engagement and promoting active learning [10].

Conclusion

This study examined the psychological impact of project-based learning (PBL) on 10th-grade students' mo **Conclusion** tivation, engagement, and anxiety in English language classes. The experimental group, which participated in project work, was compared to the control group, which followed a traditional learning approach. Data was collected through pre- and post-testing on a 10-point scale to measure changes in students' motivation, engagement, and anxiety levels.

The results indicate that motivation increased significantly in the experimental group. Their average motivation score rose from 3.6 in the pre-test to 6.85 in the post-test, marking a 3.25-point improvement. In contrast, the control group's motivation increased only slightly from 4.35 to 4.65, showing a minimal 0.3-point rise. This suggests that project work made learning more interactive, meaningful, and engaging, leading to a greater sense of intrinsic motivation among students.

Engagement also improved drastically in the experimental group. Their engagement scores increased from 3.55 in the pre-test to 7.8 in the post-test, showing a 4.25-point growth. Meanwhile, the control group's engagement rose only slightly from 4.35 to 4.9, with a minor 0.55-point increase. These findings indicate that students in the experimental group became more active, involved, and collaborative due to the interactive and student-centered nature of PBL.

Anxiety levels showed a significant decline in the experimental group, dropping from 7.6 in the pre-test to 4.75 in the post-test, a reduction of 2.85 points. On the other hand, the control group's anxiety decreased only slightly from 6.0 to 5.95, showing a negligible 0.05-point change. These results suggest that project work helped reduce students' anxiety by fostering confidence, teamwork, and a supportive learning environment where they felt comfortable using English.

Overall, the findings indicate that project-based learning significantly enhances motivation and engagement while reducing anxiety, making it a more effective teaching approach than traditional methods. Students in the experimental group displayed higher interest, active participation, and greater confidence in learning English, whereas students in the control group experienced minimal psychological improvement. These results support the integration of project-based learning into English language education to promote a more student-centered, engaging, and anxiety-free learning experience. Future research could further explore the long-term effects of PBL and its impact on academic performance and critical thinking skills.

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ШЕТ ТІЛІН МЕҢГЕРУДЕ ЖОБАЛЫҚ ӘДІСТІ ҚОЛДАНУДЫҢ ПСИХОЛОГИЯЛЫҚ РӨЛІ

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Бұл мақала шет тілін меңгеруде жобалық әдістің психологиялық әсерін қарастырады. Негізгі мақсат – жобалық оқытудың (PBL) студенттердің мотивациясына, өзіндік білім алуына және мазасыздықты төмендетуге әсерін талдау, осылайша олардың тіл үйрену үдерісіндегі психологиялық әл-ауқатын қалыптастыру. Зерттеу жобалық оқытудың ғылыми және практикалық маңыздылығын көрсетеді. Ғылыми тұрғыдан бұл әдіс ішкі мотивацияны, өзін-өзі тиімді сезінуді және эмоционалдық қатысуды арттырады. Практикалық тұрғыдан алғанда, жобалық оқыту студенттердің өзіне деген сенімділігін нығайтып, шынайы қарым-қатынасты жеңілдетеді және психологиялық тұрғыдан қолайлы оқу ортасын қалыптастырады. Сонымен қатар, PBL білім алушылар арасындағы әлеуметтік өзара әрекеттестікті күшейтіп, тіл үйренумен байланысты күйзелісті азайтады. Осы зерттеу нәтижесінде жобалық оқыту шет тілін меңгерудің психологиялық тұрғыдан тиімді әдісі екені дәлелденді. Оның практикалық маңыздылығы – студенттердің эмоционалдық кедергілерді жеңуге, оқу нәтижелерін жақсартуға және өзіндік білім алу дағдыларын дамытуға көмектесуінде. Осылайша, тіл үйрену процесі әрі қызықты, әрі психологиялық жағынан қолайлы болады.

***Кілт сөздер**: жобалық оқыту, шет тілін меңгеру, когнитивті дағдылар, студенттердің белсенділігі, өзіндік білім алу, коммуникативтік құзыреттілік, бірлескен оқу, сыни ойлау.*

ПСИХОЛОГИЧЕСКАЯ РОЛЬ ИСПОЛЬЗОВАНИЯ ПРОЕКТНОГО МЕТОДА В ОСВОЕНИИ ИНОСТРАННОГО ЯЗЫКА

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В данной статье рассматривается психологическое влияние проектного метода в освоении иностранного языка. Основная цель – проанализировать, как проектное обучение (PBL) влияет на мотивацию студентов, их самостоятельное обучение и снижение тревожности, способствуя их психологическому благополучию в процессе изучения языка. Исследование подчеркивает научную и практическую значимость PBL. С научной точки зрения данный метод повышает внутреннюю мотивацию, уверенность в своих силах и эмоциональную вовлеченность. С практической стороны проектное обучение

способствует укреплению уверенности студентов, облегчает реальную коммуникацию и создает психологически комфортную учебную среду. Кроме того, PBL усиливает социальные взаимодействия между студентами, способствует ощущению принадлежности и снижает стресс, связанный с изучением языка. Данное исследование подтверждает, что проектное обучение является психологически эффективным методом освоения иностранного языка. Его практическая значимость заключается в способности помогать студентам преодолевать эмоциональные барьеры, улучшать результаты обучения и развивать навыки самостоятельного обучения, делая процесс изучения языка увлекательным и психологически комфортным.

Ключевые слова: *проектное обучение, освоение иностранного языка, когнитивные навыки, вовлеченность студентов, самостоятельное обучение, коммуникативная компетентность, совместное обучение, критическое мышление.*