

PROJECT-BASED TEACHING IN HIGHER EDUCATION

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ABSTRACT

In recent years, educational paradigms have shifted from teacher-centered models to more student-centered approaches that engage learners actively in their education. Project-based teaching (PBT) has emerged as one such innovative teaching method that promotes active learning by requiring students to participate in real-world projects that encourage collaboration, critical thinking, and problem-solving. Traditional teaching methods often involve passive absorption of information, but PBT allows students to work on extended projects that require the application of theoretical knowledge in practical scenarios. This teaching method has gained particular traction in higher education institutions, where the goal is not only to equip students with academic knowledge but also to prepare them for the demands of the professional world. Project-based teaching fosters a holistic approach by integrating various academic disciplines and real-life problems, encouraging interdisciplinary collaboration and innovation. The goal of this paper is to explore the various facets of PBT, including its historical development, its applications across various higher education disciplines, and its effectiveness in achieving educational outcomes. The paper also addresses the challenges that educators face when implementing PBT and offers suggestions for overcoming these barriers.