SPECIFIC CHARACTERISTICS OF USING PROJECT TECHNOLOGY IN INNOVATIVE EDUCATION

Shukurov Nusrat Narzullaevich
Senior Teacher of NavDPI "Interfaculty Foreign Languages" Department

Annotation:
This article covers thoughts and opinions about the Project technology, its content - essence, basic concepts, its types and stages of using the Project technology, and the project annotation created for the purpose of using this technology.

Keyword: Project technology, pedagogy, class, lesson, learner, school, teaching, work, game, student, teacher, creativity, designing, project activity, educational project, project education.

In order to enrich the educational system with high-quality and effective results, the famous American pedagogue John Dewey and his follower U. X. Project technology was developed by Kilpatrick in the early 20th century. The famous American philosopher and educator John Dewey had a great influence on US pedagogy and practice. He suggested that teaching should be done on an active basis through the purposeful activity of the learner, in accordance with the student's personal interest in this knowledge.

John Dewey proposed the idea of bringing life closer to school. According to the child, the biggest disadvantage of the school comes from the fact that the child is not able to freely and fully use the experience he received outside the school and in the school.

Teaching should be both work and play. In this case, the concept of self-education and self-development and improvement of the learner develops. The child should gain experience and knowledge based on the research of the problematic learning environment, by preparing various models and drawings - images.

A student and follower of John Dewey. X. Kilpatrick (1871-1965) created the foundations of the project method theory. Kilpatrick believed that schools should prepare students for life in a rapidly changing society. He saw the main task of pedagogy in the development of children's ability to independently master various methods of solving problems, research and research skills. According to Kilpatrick, the educational process should not be limited to learning and memorizing the material, but should direct students to concrete life situations. The school should not serve to prepare students for competition in the labor market, but should be aimed at

preparing them for conscious participation in improving working conditions. Education in such a school should be based on respect for the individual.

U.H. Kilpatrick proposed to build teaching on an active basis, showing the goal-oriented activity of the learner, in accordance with his personal interest in this knowledge. In this way, based on the Project technology, the idea of directing students' learning activities to results was put forward. As a result, solving a problem of theoretical or practical importance for the student is achieved through design activities. The ideas put forward by John Dewey and W. H. Kilpatrick have been tested by pedagogues in the educational system. Currently, teaching on the basis of Project technology is widely used in schools in the United States and other countries.

Through the use of project technology, the task of the teacher is to teach the learner to plan and effectively implement "their own life projects". Project technology has great developmental, educational, educational and psychological potential. The technology of the project helps to solve the problems of the current educational system, especially the insufficient motivation of learners in the traditional educational process, their alienation from educational and cultural values, and the distance of knowledge from life. Such advantages of the project technology in education inspire to search for possibilities of its wide application in the educational process.

Project technology in education is a means of activating the cognitive activity of students, developing creativity and at the same time forming certain personality qualities. There are three foundations in this technology: independence, activity, achievement of results.

Project-based education allows solving the following pressing problems and corresponds exactly to the demand of the time:

1) ensures implementation of education in a situation that is highly approximated to real life; 2) it allows connecting theoretical information with practical activities and involving students in the process of active independent learning; 3) ensures formation and development of professional and basic skills.

The main concepts of project technology include the following:

1. Project; 2. Designing; 3. Project activities; 4. Educational project; 5. Educational project activities; 6. Project education; 7. Technology of project education.

Below, we will explain the peculiarities of the Project technology based on these concepts.

1. Project (design) - a set of documents for the creation of some complex developments. The concept of project (project) is expressed more broadly and is used to define an organizational form for the organization of targeted activities with a certain result (incomparable product of the project).

2. Designing - (from the word "project") means a problem-changing activity that includes a sequence of strictly regulated actions that leads to a real result. Designing in the educational sense is a purposeful educational activity organized by the teacher

to ensure that the student works independently, from searching for a problem, planning and organizing an activity to solve it, to presenting a method of solving it for public evaluation (of an intellectual or material product).

3. Project activity has a unique appearance and includes the following components: development of the project concept, organization of project activities, planning of project activities, solving project tasks, formalizing the project, drawing up a report, preparing a presentation of results, public presentation of the project, protection and assessment, reflection, reporting.

4. The concept of an educational project has a wide scope and has the following content:

- a method of organizing students' independent educational activities aimed at a specific consumer, aimed at searching, researching and solving problems, formalizing the result in the form of a unique (material or intellectual) product;

- educational tools and tools aimed at solving practical tasks through theoretical knowledge;

- a didactic tool aimed at development, education and training, as well as expansion, deepening of knowledge and formation of skills.

Currently, various types of projects are used in educational practice:

1) according to the type of leading activity: research, practical and informative; 2) according to the orientation of science: mono project and interdisciplinary project; 3) according to duration: long-term, medium-term, short-term; 4) according to the number of project participants: individual and group.

Each of these educational projects differs from one another in terms of its purpose, outcome, and subject matter. For example, the purpose of a descriptive project is to collect information about the state of the problem, its analysis, generalization, clarification and classification of existing methods and means of solving the problem, to explain (justify) their advantages and disadvantages, and in a research project to carry out research, Based on the research, a reasonable explanation of the problem is defined as the goal of justifying new problems for future development. As a result, the projects are also unique. For example, the result of a project with a research recommendation ends with a report, a lecture, a case study, and practical oriented projects have results such as a perspective plan, action program, strategy, reference.

5. Educational project activity is a set of consistent actions of learners to solve a problem, formalized in the form of a final product, important for learners and intended for a specific user, to achieve the set task.

Educational project activities are carried out in three stages:

I. Preparatory stage. This phase is carried out in the classroom and includes two phases: introduction to the project and organization and planning of project activities. At the stage of preparation for the project, students:

1) Adaptation to the situation; 2) Personal mastery of the problem (understanding the problem and realizing that its solution is relevant and important for a specific field of practical activity); 3) Adoption, clarification and specification of the project's purpose, problem solving issues; 4) Understanding the result (product) of the project and the forms of its presentation, determine the nature of communication with other participants of the project and the teacher.

In the planning phase of the project:

1) They join groups; 2) They divide the types of work according to the project and distribute them among the participants; 3) Develop a working plan for project implementation; 4) Choose the optimal methods and means of project implementation; 5) Determine the methods and forms of formalizing the presentation of the result; 6) The project manager will discuss the evaluation criteria for the report and presentation.

II. The project implementation phase is carried out outside the classroom, during which students work actively and independently in accordance with their tasks and with information:

1) Collect, analyze and generalize information from various sources; 2) Conduct research, analyze the results; 3) Consult when necessary; 4) Discuss intermediate results; 5) General collection and discussion of the results obtained from all.

III. The final stage is organized in the classroom and includes project presentation, student product and project activity evaluation, project activity reflection, etc.

1. During the collective presentation of the project, they reflect the following:

- understanding of problems, goals and tasks;
- know how to plan and implement work;
- analysis of the process of searching for solutions;

2. Mutual evaluation of projects and presentations;

3. They reflect on the activity and the result: they realize their achievements during and at the end of the work, analyze the mistakes made, show awareness of their personal changes;

4. Submit a report on project activities.

The educational project implemented at these stages has its own passport, which includes a pedagogical annotation, a project assignment, methodological instructions for students, and a technological map of project education.

The following important aspects are reflected in the pedagogical annotation:

1. Name of the academic subject; 2. Project topic; 3. Participants; 4. Purpose of education; 5. Planned learning outcomes; 6. List of previously acquired knowledge and skills for students to successfully solve the project; 7. Description of the project according to the characteristics of the species; 8. Project implementation procedure; 9. Evaluation of the project; 10. Stages of organization of project education; 11. Brief description of the educational model.

Design thinking is essential not only for learners but also for adults. The entire conscious period of our life is a whole picture of the implementation of various projects. Therefore, everyone uses Project technology in their practical activities to one degree or another. In order to organize activities based on project technology, this technology must be developed and absorbed in everyone's mind. In order to live decently in the current and future society, it becomes a vital necessity for a person to strive for regular and firm innovations, to boldly apply his projects to life.

Therefore, in the conditions of the present time, it is desirable to train highly qualified personnel based on modern systems and new pedagogical technologies. The characteristic of new pedagogical technologies is that the educational process, which guarantees the achievement of the set goals, is planned and implemented. In fact, 80% of the success of the training depends on the correct design, organization and implementation of the training process. When designing the educational process, it is necessary to correctly define the content of education, the goal of education, the expected result, the correct selection of educational methods, forms and tools, the development of specific criteria for evaluating the knowledge, skills and abilities of students in advance, their correct implementation and harmony with each other within the time allotted for the training. it is appropriate to pay attention.

Literature

1. R. Rajabov. "Designing the history teaching process". T. 2014. 56 - p.

2. A.R. Rakhmatullaeva. Study on the methodology of teaching history in higher education - methodical complex. TDPU. 2018. 96 - p.

3. R. Rakhmatullaeva. Study on the methodology of teaching history in higher education - methodical complex. TDPU. 2018. 98 - p.

4. Polvonov. Text of lectures on the "Theory and Methodology of Science" module. Tashkent 2017. Pages 12-13.