The Role of Project Work for Senior Grades (With Uzbek Language of Instruction) in General Education Schools

Kasimova Kamila Mahammadjonovna
NamGU teacher of the Russian language department

Olijonova Nazira Shavkatjon kizi
NamGU 4th year student

Abstract. This article considers the project method as one of the types of pedagogical technology. A sample of a mini-project is given to activate the speech activity of students. The goals and objectives of the mini-project for upper school students with Uzbek language of instruction in general education schools have been identified.

Keywords: project, critical thinking, problem, design, product, interdisciplinary learning, analogy, association, modeling, combination.

Introduction Project methods are a method of achieving a didactic goal through the detailed development of a problem (technology), which should be completed with a completely real, tangible practical result, formalized in one way or another (prof. E. S. Polat); it is a set of methods, actions of students in their specific sequence to achieve the set task - solving a problem that is personally important for students and formalized as a final product. (1;7).

The project method, developed in the first half of the 20th century based on John Dewey's pragmatic pedagogy, is particularly relevant in today's information society. The project method is not new in global pedagogy: it was used in teaching practice long before the publication of the well-known article "The Project Method" (1918) by American educator W. Kilpatrick, who defined this concept as "a wholehearted purposeful activity." In Russia, the project method was known as early as 1905. Under the leadership of S. T. Shatsky, a group of Russian educators worked on implementing this method in educational practice. After the revolution, the project method was used in schools by personal directive of N. K. Krupskaya. In 1931, the project method was condemned as alien to the school system and was not used until the late 1980s. Scientists and their works: John Dewey ("Democracy and Education," "How We Think"), William Kilpatrick ("The Project Method"), S. T. Shatsky ("Labor School"), L. S. Vygotsky ("Thinking and Speech").

High school project work plays a key role in the educational process, as it contributes to the development of critical thinking, creativity, and collaborative skills in students. In a rapidly changing world and rapid progress, it is important for schoolchildren not only to master theoretical knowledge but also to be able to apply it in practice.

Project activities include researching relevant topics, developing and implementing own initiatives. This helps students develop the ability to analyze information, find non-standard solutions, and justify their conclusions. Working in groups contributes to the development of social skills and teamwork skills.

Project activities also contribute to the development of self-organization and time management skills. Students learn to plan their actions, prioritize, and manage their time in real time. This skill not only prepares them for future educational and professional activities, but also strengthens their personal responsibility for the results of their work (4;7).

In addition, project work often involves interaction with external experts, organizations, and communities. This expands the horizons of students, motivating them to actively participate in society and create meaningful initiatives. Such experiences help them to develop a civic stance and social responsibility.

Finally, project work opens the door to interdisciplinary learning, where knowledge from different fields of science and art can be combined to solve complex tasks. This contributes to a deeper understanding of subjects and a deeper interest in learning.

In addition, project work allows teachers to assess the level of material assimilation through the practical application of knowledge. It also contributes to the individualization of the educational process, allowing students to choose topics that interest them and create projects in accordance with their personal interests and career goals.

During the practice, she used the project method to activate the students' cognitive activity.

The main goals of introducing the mini-project method into school practice are:

1. Demonstrate the ability of an individual student or group of students to use the research experience gained in school.

2. To realize one's interest in the subject of research, to increase one's knowledge about it.

3. Demonstrate the level of Russian language proficiency.

4. To rise to a higher level of education, development, social maturity.

The goal of learning through projects is to maximize students' experience in project activities.

Training time: not more than half an hour, if the project is implemented in the lesson.

The principle of learning is reduced to three main "P"s:

PRODUCT DESIGN PROBLEM

(preparation) (sale) (verification)

Learning outcome: not always felt and not always completed (n-r: oral essay, creative idea).

By time - short-term

By the number of students - individual, group

Mini-projects by type - research, creative, informational, game (role)

Selection of educational and cognitive methods is mandatory:

➢ use of analogies;

➢ acceptance of associations;

➢ algorithmization method;

➢ modeling technique;

➢ Combination method;

➢ systematization and structuring techniques.

In the Russian language course, the mini-project method can be used within the framework of a program material on practically any topic.

The project "Women Who Changed the Course of History" in the 10th grade Russian as a Foreign Language lesson

Description of the project. The goal of the project is to study the role of women in history, to prove that women are wealthy in all spheres of society.

The problem of the project: The role of women in both world and domestic history, the universal significance of their activities.

Project objectives: To study material about the life and activities of a great woman.

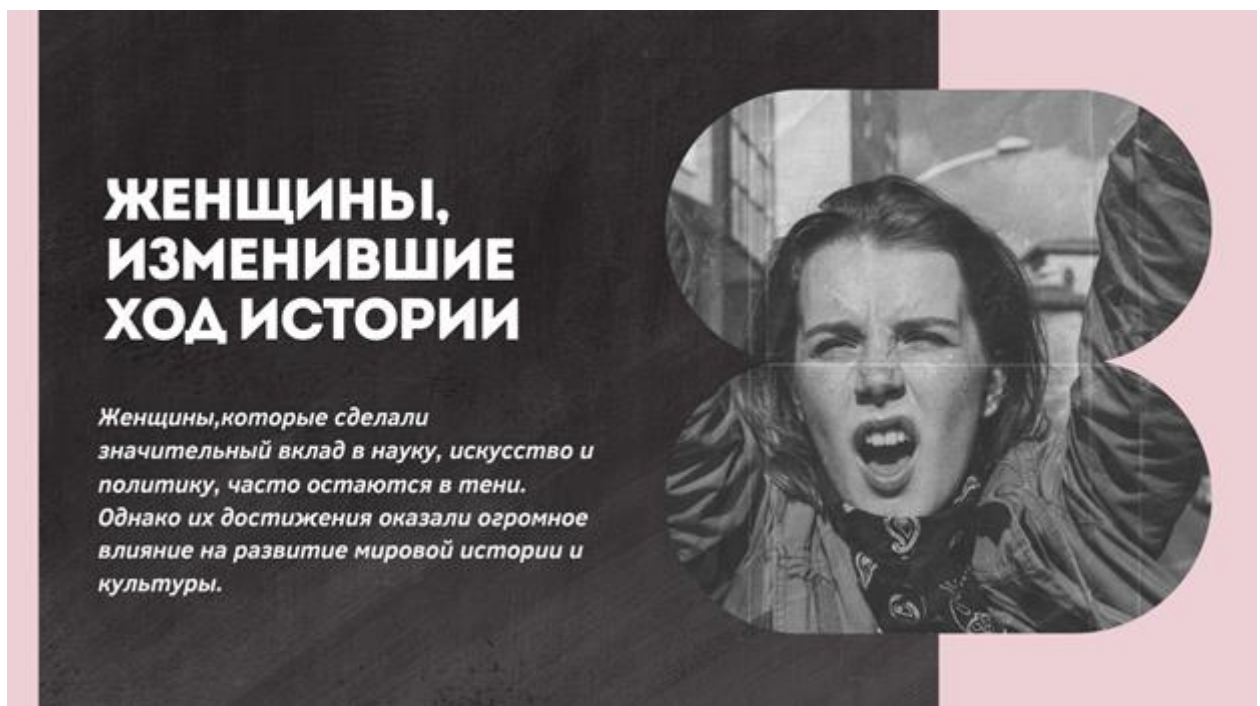Select the necessary material.

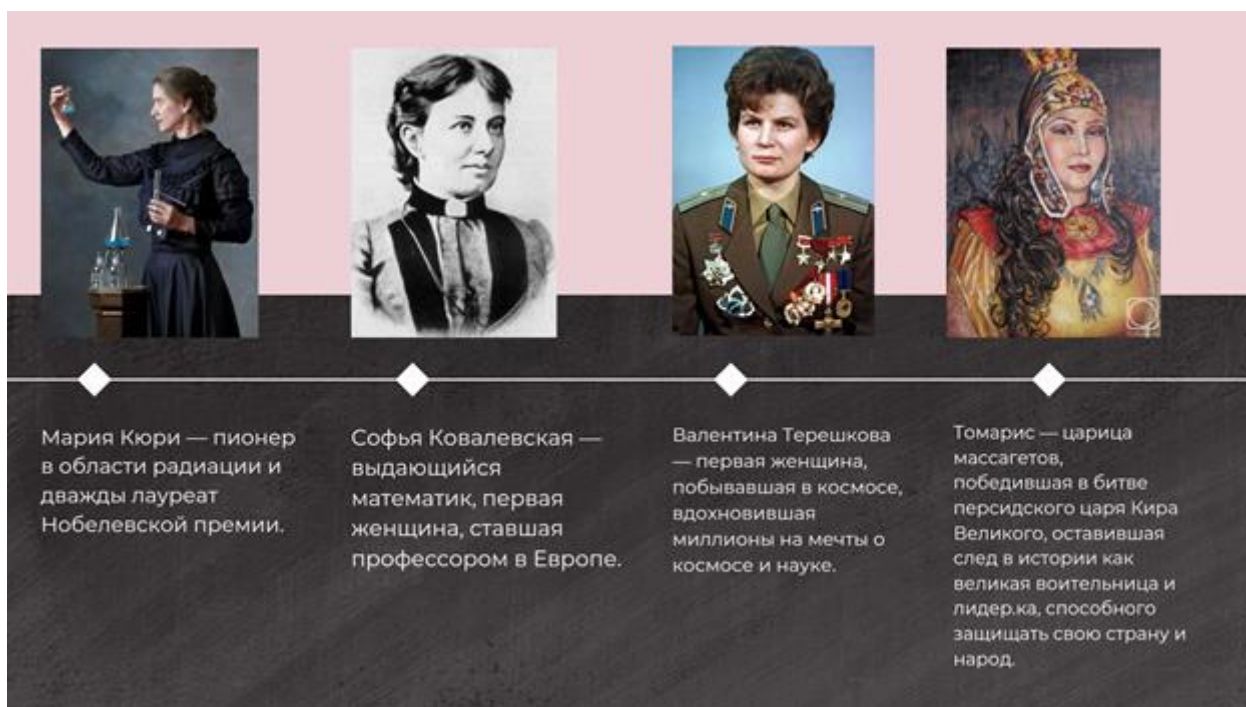Consolidate computer skills when creating a presentation.

Stages of work:

1. Divide into groups.

2. Find material on the topic on the Internet.

3. Select interesting facts about the activities of a certain famous woman.

4. Prepare slides for presentation.

5. To prepare a story about this great woman based on slides.

Project implementation option: Each group prepares a story on the chosen topic and presents the work in the form of a presentation (slides).

Action plan: The group consists of 4-5 students. Each student in the group finds material on the topic, interesting facts about the activities of a particular famous woman.

Мария Кюри — пионер в области радиации и дважды лауреат Нобелевской премии.

Софья Ковалевская — выдающийся математик, первая женщина, ставшая профессором в Европе.

Валентина Терешкова — первая женщина, побывавшая в космосе, вдохновившая миллионы на мечты о космосе и науке.

Томарис — царица массагетов, победившая в битве персидского царя Кира Великого, оставившая след в истории как великая воительница и лидер.ка, способного защищать свою страну и народ.

Therefore, project work becomes an integral part of preparing students for future professional life, developing in them the necessary competencies and self-confidence.

List of used literature

1. https://ru.wikipedia.org/wiki

2. Methodological recommendations for the study of large-scale works of art KK Makhammadjonovna - Western European Journal of Modern Experiments and …, 2024

3. Psychological characteristics of students'perception of works of art KK Makhammadzhonovna - Western European Journal of Modern Experiments and …, 2024

4. Горлицкая С. И. История метода проектов. Статья на сайте журнала «Вопросы интернет образования».

5. Касимова К.М. Анализ языка художественных произведений как вид языкового анализа. – Proceedings of International Conference on Scientific …, 2024

6. Пахомова Н.Ю. Проектный метод в арсенале массового учителя / Статья на сайте Московского института открытого образования.

7. Полат Е. С. Метод проектов Статья на сайте журнала «Вопросы интернет образования».