

PROJECT WORK AS AN EFFECTIVE, INTERESTING, ENTERTAINING METHOD

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Abstract. The given article deals with the project work, which helps to learn the language and have more fun. The project work as an effective, interesting, entertaining should be used at the lesson. Positive motivation is the key to successful language learning.

Key words: project, collecting information, drawing pictures, maps, diagrams, charts, cutting out pictures, arranging texts, visuals, colouring, interviews, surveys, report.

There is a growing awareness among language teachers that the process and content of the language class should contribute towards the general educational development of the learner. Project work is very much in tune with modern views about the purpose and nature of education:

1. There is the question of educational values. Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-discipline, co-operation, and the development of useful research skills.

Project work is a way of turning such general aims into practical classroom activity.

2. Cross-curricula approaches are encouraged. For language teaching this means that students should have the opportunity to use the knowledge they gain in other subjects in the English class.

So we can come to the conclusion that project work activities are very effective for the modern school curricula and should be used while studying.

Organizing Project Work. Although recommendations as to the best way to develop projects in the classroom vary, most are consistent with the eight fundamental steps. Though the focus is upon the collaborative task, the various steps offer opportunities to build on the students' heightened awareness of the utility of the language by working directly on language in class. In short, language work arises naturally from the project itself, 'developing cumulatively in response to a basic objective, namely, the project' [2,57]. Strategically orchestrated lessons devoted to relevant elements of language capture students' attention because they have immediate applicability to their project work.

Stage I: Defining a theme. In collaboration with students, we identify a theme that will amplify the students' understanding of an aspect of their future work and provide relevant language practice. In the process, teachers will also build interest and commitment. By pooling information, ideas, and experiences through discussion, questioning, and negotiation, the students will achieve consensus on the task ahead.

Stage II: Determining the final outcome. We define the final outcome of the project (e.g., written report, brochure, debate, video) and its presentation (e.g., collective or individual). We agree on objectives for both content and language.

Stage III: Structuring the project. Collectively we determine the steps that the students must take to reach the final outcome and agree upon a time

frame. Specifically, we identify the information that they will need and the steps they must take to obtain it (e.g., library research, letters, interviews, faxes). We consider the authentic materials that the students can consult to enhance the project (e.g., advertisements from English magazines, travel brochures, menus in English, videos, etc.). Decide on each student's role and put the students into working groups. If they are not used to working together, they may need help in adapting to unsupervised collaboration. They may also be a little reluctant to speak English outside the classroom with strangers.

Stage IV: Identifying language skills and strategies. There are times, during project work, when students are especially receptive to language skills

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and strategy practice. We consider students' skills and strategy needs and integrate lessons into the curriculum that best prepare students for the language demands associated with Steps V, VI, and VII.

1. We identify the language skills which students will need to gather information for their project (Step V) and strategies for gathering information. If students will secure information from aural input, we show them how to create a grid for systematic data collection to facilitate retrieval for comparison and analysis.

2. We determine the skills and strategies that students will need to compile information that may have been gathered from several sources and/or by several student groups (Step VI).

3. We identify the skills and strategies that students will need to present the final project to their peers, other classes, or the headmaster (Step VII). As they prepare their presentations, they may need to work on the language (written or spoken) of formal reporting.

Stage V: Gathering information. After students design instruments for data collection, we have them gather information inside and outside the classroom, individually, in pairs, or in groups. It is important that students 'regard the tracking down and collecting of resources as an integral part of their involvement' in the project.

Stage VI: Compiling and analyzing information. Working in groups or as a whole class, students should compile information they have gathered, compare their findings, and decide how to organize them for efficient presentation. During this step, students may proofread each other's work, cross-reference or verify it, and negotiate with each other for meaning.

Stage VII: Presenting final product. Students will present the outcome of their project work as a culminating activity. The manner of presentation will largely depend on the final form of the product. It may involve the screening of a video; the staging of a debate; the submission of an article to the school newspaper or a written report to the headmaster; or the presentation of a brochure to a local tourist agency or hotel.

Stage VIII: Evaluating the project. In this final phase of project work, students and the teacher reflect on the steps taken to accomplish their objectives and the language, communicative skills, and information they have acquired in the process. They can discuss the value of their experience and its relationship to future vocational needs. They can also identify aspects of the project which could be improved and/or enhanced in future attempts at project work.[2,105]

First of all, we should always consider the students' long-term language needs. Though it may be difficult, we should try to identify the social and

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professional contexts that they will have to function in and to think of projects students can undertake that require them to use the language in a way that resembles their ultimate use.

Secondly, we should consider the linguistic skills that students will have to employ in these contexts. Projects that require practice in those skills would be most useful. If students have to manage a lot of fax traffic, the project's subsidiary tasks should involve those types of activity.

Thirdly, consider what is feasible. One popular project involves querying travelers as they pass through an airport terminal or major train station.

Finally, we should do a lot of planning. Although the project approach requires student input and decision-making in the initial phase of project definition, the teacher's understanding of the outcome and the steps needed to achieve project objectives is crucial. Therefore, before introducing the project, the teacher should identify topics of possible interest, the educational value of the outcome, corresponding activities, and the students' material or cognitive needs in conducting the project. There are many schools where curricula demands, the lack of equipment, scheduling problems, issues of insurance, administrative rigidity, and the like preclude instructional innovations like project work.

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