

## PROJECT METHOD AS AN EFFECTIVE METHOD OF TEACHING AND EDUCATING STUDENTS OF HIGHER EDUCATION

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### **Abstract:**

The project method is considered in the article as one of the effective means of teaching and educating a well-developed, independent, initiative person. Pedagogical importance of using project activity in teaching Russian language to Ningdek higher education students is researched. The main modern principles of teaching using this method in Russian language classes are analyzed. It is said that the project method helps to form communicative skills and increase the motivation to teach the Russian language. In addition, the article focuses on educational models based on the individual characteristics of a person.

**Keywords:** project, method, qualification, solution, source, labor market, sector.

### **Аннотация:**

В статье рассматривается метод проектов как одно из эффективных средств обучения и воспитания развитой, самостоятельной, инициативной личности. Исследуется педагогическое значение использования проектной деятельности в обучении русскому языку студентов вузов Ниндек. Анализируются основные современные принципы обучения с использованием этого метода на уроках русского языка. Говорят, что метод проектов способствует формированию коммуникативных навыков и повышению мотивации к обучению русскому языку. Кроме того, в статье особое внимание уделяется образовательным моделям, основанным на индивидуальных особенностях человека.

**Ключевые слова:** проект, метод, квалификация, решение, источник, рынок труда, отрасль.

The rapid technological development of modern society and, as a result, the modernization of the higher education system, change the standards of qualification requirements for the training of modern specialists - activity, creativity, research. standard solutions, an individual view of events, a desire for personal and professional growth. Also, the ability to learn throughout life, which means constantly updating the knowledge base through information seeking and verbal and non-verbal communication. In the preparatory phase, students were offered to study the problem area related to the search for real vacancies in the labor market. To do this, it was

necessary to create a certain database that would allow to accompany the maximum information to the selected problem area. For this purpose, the following measures were taken:

- students were invited to watch the video "How to get a job", which raises the problem of finding a job for young professionals;
- students together with the teacher analyzed the problem area based on the information obtained;
- the problem is formulated by offering a practical solution.

As a result of the discussion, the problem arises: in the modern labor market, it is difficult to find a suitable job in the conditions of excessive flow of information. According to the conditions of the preparatory stage, the teacher works as a moderator, that is, he fully monitors the students' activities, their analytical work, helps to systematize the material, draw conclusions, formulate the problem and create an environment of psychological support.

Middle stage. This stage included three stages: formulation of tasks, planning of activities to solve these problems and individual independent work of students.

The purpose of the first stage was to formulate tasks that would help solve the identified problem. For this, students are asked to generate different ideas in a short period of time, to develop non-standard ideas, to find a solution in an impossible situation, "a logical way", "between random and multiple sources. systematization of information when distributed", participates in the association and unification of a team of participants in "brainstorming". The use of this type of activity in the educational process is a twenty-minute problem solving in which students are actively involved, and the teacher acts as a moderator who helps students work in groups, corrects and controls the proposed ideas.

The discussion focused on the identified problem. As a result of this type of activity, 3 tasks were formed:

- determine the most convenient and effective source for searching for information about job vacancies in the labor market;
- a method of determining the candidate's individual abilities to choose the appropriate professional field is found;
- a list of documents required for recruitment will be drawn up.

The purpose of the second stage is to determine the sequence of actions aimed at solving the identified problem and to distribute responsibilities among the members of each group. At this stage, students search for the necessary information, conduct research, synthesis and analysis of ideas.

The third stage includes individual independent work of students. The main objective of this phase of the project was to identify at least one possible long-term career option within the acquired specialization and present the result. In this phase, students completed a reference-oriented Internet task for a learning webquest, which is a problem-based task performed online using the Internet.

At the secondary level, the teacher worked as a moderator, tutor and consultant. Based on the specific features of this stage, the teacher monitors students' activities and analytical work, stimulates students' creative activity, helps systematize the material, draws conclusions based on modern communication methods (brainstorming, discussion, etc.) will help.

The final stage. This stage includes the development of communicative competence, the presentation of project results, that is, the presentation of reports, and the teacher's assessment of student performance. At this stage of the project, students will give an oral presentation, which will show the results of their individual activities.

The presentation of the project showed that the formation of communicative competence of students is effectively implemented in the process of preparing for practical training and its implementation. Students made presentations, defended the topic orally, answered problematic questions (one group asks another question), participated in discussions, created their own oral statements (oral and written) and learned to defend their point of view. It is worth noting the high-level performance and creativity of the students. Such a good result can be achieved only if language and speech are interdependently studied against the background of continuous and purposeful improvement of speech activity in the training process.

Thus, modern software included in the pedagogical process creates additional reserves that ensure the improvement of students' knowledge of the Russian language. Summarizing the above, it can be noted that the process of training a future engineer based on the use of interactive teaching methods, such as the project method, helps to turn students into active subjects of the pedagogical process, researchers who can work independently and creatively, setting and solving a wide range of tasks. It is very important that students work enthusiastically at any stage of the class, and this supports interest in science in general. At the same time, students' attitude to science changes, they are not afraid to take the initiative in solving the proposed tasks, express their opinion and strive to master the software material at a high level in order to complete the tasks.

Using the project method in teaching the Russian language allows students not only to acquire new knowledge, but also to feel their own responsibility for the result.

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