

Basic Principles of Using Project Method in Teaching and Learning English in Technical Institutions

Badalova Luiza Kholmamatovna

Karshi engineering - economics Institute, senior teacher at Foreign Languages Department

Abstract: *A project is work aimed at solving a specific problem, at achieving a pre-planned result in an optimal way. The project method is currently very widespread in teaching. It can be used in any school discipline where large-scale tasks are solved.*

Keywords: *project method, teacher's role, creative product, problem statement, work presentation, student groups, project examples.*

Introduction:

In the modern world, the intensification and modernization of education requires the introduction of such innovative technologies that are aimed at the creative education of the individual in the intellectual and emotional directions. One of these technologies is the method of projects as "a certain way organized search, research activity of students, individual or group, which provides not only the achievement of a particular result, formalized in the form of a specific practical output, but the organization of the process of achieving this result."

Recently, the project method has become increasingly popular in teaching a foreign language. The use of the project methodology is one of the components of the humanization of the educational process, since students with different levels of language training are involved in the work on the project in accordance with their capabilities. Such a well-known and frequently used method as the project method was developed by the American teacher W. Kilpatrick in the 20s of the twentieth century. Its main goal was to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is assigned the role of a coordinator, an expert, or an additional source of information. In the domestic practice of teaching foreign languages, the project method has been actively used since the late 90s of the last century. Particular attention within the framework of this method is now paid to telecommunications projects. Projects are generally different from projects designed to teach a foreign language.

Discussion:

Any project contributes to increasing the personal confidence of students; develops "team spirit", develops communication skills and the ability to cooperate; provides a mechanism for critical thinking, the ability to look for ways to solve a problem; develops students' research skills. In addition, project activities contribute to the formation and development of reflective skills, search skills, skills of working in cooperation, and extremely important communicative and presentation skills.

The project method is such a learning system in which students acquire knowledge in the process of planning and performing gradually more complex practical tasks - projects.

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

- show the ability of an individual student or a group of students to use the research experience acquired at school;
- realize your interest in the subject of research; increase knowledge about it and convey it to an interested audience;
- demonstrate the level of foreign language proficiency;
- improve the ability to participate in collective forms of communication;
- Rise to a higher level of learning, education, development, social maturity.

Project-based learning actively influences the motivational sphere of students. From a psychological point of view, the process of project implementation is a series of successively emerging needs and the search for appropriate ways to satisfy them, synchronized with the stages of the project.

Each new need arouses the interest of the student, maintaining the general motivational background of learning at a sufficiently high level. As a result, there is an increased educational activity of schoolchildren.

The project method is a means of activating the mental activity of students, provides an increase in learning motivation, and contributes to the implementation of a direct connection between the acquisition of knowledge and their use in solving practical problems. The student independently plans, creates, defends his project, and thus is actively involved in the process of communicative activity. The success of the project largely depends on the ability of the teacher to create conditions that stimulate the formation and development of creative, communicative, organizational and activity skills of students. The teacher's task is to plan the work of students, monitor their activities, organize presentations and defend projects. The teacher develops in students involved in creative and research activities the ability to set tasks for themselves, outline ways to achieve them, plan and analyze their activities.

The teacher organizes the independent work of students, stimulates them to express themselves in English, and helps them choose the most exciting types and forms of work for them. The psychological climate in the classroom is changing, as the teacher has to reorient his educational work and the work of students to various types of independent creative activities. When working on a project, problematic, search, research techniques are used that are clearly focused on a real practical result on any topic studied within the school curriculum and at any level of teaching the English language [4, 14].

Learning a foreign language is most successful when students are involved in creative activities. The project is a common, interesting thing that unites students. The organization of this type of activity can be represented within the framework of any topic and at different levels of knowledge of the material. The main thing is to formulate the problem that students will work on. To solve it, students need not only knowledge of the language, but also possession of a large amount of knowledge in the subject. In addition, it is necessary to possess creative, communicative and intellectual skills. The value of the project lies in the fact that in the course of its implementation, students develop such qualities as independence, creativity, initiative, determination, perseverance, diligence, the ability to work in pairs and groups [3,174]. The process of working on the project stimulates students' interest in learning English, develops imagination, creative thinking. Students learn to independently acquire knowledge, gain experience in cognitive and educational activities. Projects involve the activation of students' activities: they collect printed and illustrative material, learn to work with text in English, analyze information, and draw conclusions.

Students gain experience in speaking in front of an audience. When completing a project, students learn to think creatively, plan their actions independently, put into practice the acquired knowledge and formed speech skills and abilities. Students are interested in this form of work, and, accordingly, a motive for learning English is created. In addition, there is a huge amount of material that can be used in preparing for projects.

The implementation of the project is a unique opportunity for the socialization of students, where absolutely everyone can prove themselves, regardless of the level of language training. Participation in the project helps students realize their potential. Joint work unites the team: mutual understanding, interaction of students, responsibility not only for their own activities, but also for the work of the entire group is growing. The project method forms an activity approach in the development of educational material, makes it possible to study the topic in depth, and ensures the intellectual, creative and moral development of students [5,130]. And the presence of elements of search activity, creativity teaches communication both in the native language and in English. The use of the project method enables students to work more independently both in the classroom and outside of class hours, develop creative abilities, and show themselves in leadership. As practice shows, the educational process, organized as work on a project, creates optimal conditions for the active and free development of the individual. The main objectives of the project method are:

- Development of a creative, active personality;
- Self-expression and self-improvement of students;
- Increasing the motivation of students;
- Formation of cognitive interest; Formation of intellectual and general labor skills of students;
- Implementation in practice of acquired skills and abilities;
- The development of speech, the ability to competently and reasonably present the material under study;
- Demonstration of the level of culture, education.

The use of the project method in a modern higher educational establishment is one of the most important motivations for learning English, since all students are involved in the work on the project, regardless of their abilities and level of language proficiency.

Conclusion:

The project method significantly increases the level of proficiency in language material, the level of independence students, allows teacher to significantly enrich their vocabulary, and introduces the traditions and cultural characteristics of the country of the language being studied. Ultimately, it is expected to achieve communicative competence, i.e. a certain level of linguistic, regional and sociocultural knowledge, communication skills and speech skills that allow foreign language communication. Thus, the project method contributes not only to the development of social and communicative features of the student's personality, enrichment of knowledge of the English language, but also creates the most favorable conditions for the disclosure and manifestation of students' creative abilities.

References:

1. Baidukova L. A. Shaposhnikova T. V. "Project method in teaching two foreign languages to the students" Foreign Languages at School (FLS). #1, 2002, p.5
2. Badalova, L. H. (2017). Teaching listening comprehension. Міжнародний науковий журнал Інтернаука, (3 (2)), 42-44.

3. Badalova, L. (2022). Development of the cognitive interest of students in teaching a foreign language at a technical university. *Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*, 174–176. Retrieved from <http://conferenceseries.info/index.php/online/article/view/79>
4. Badalova Luiza Kholmamatovna. (2022). Formation of Intercultural Competence in Teaching the Translation of Economic Texts. *Eurasian Journal of Learning and Academic Teaching*, 6, 14–19. Retrieved from <https://geniusjournals.org/index.php/ejlat/article/view/801>
5. Badalova Luiza Kholmamatovna. (2022). NEW TRENDS OF TEACHING ENGLISH AS FOREIGN LANGUAGE. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 8(03), 130–133. <https://doi.org/10.17605/OSF.IO/RK8HX>
6. Kilpatrick, W.H. (1918). *The project method*. New York: Columbia University Teachers college.
7. Mansurova Gulbahor Makhdievna. (2022). Teaching the Interpretation of a Literary Text in German Lessons. *Eurasian Journal of Learning and Academic Teaching*, 6, 27–31. Retrieved from <https://www.geniusjournals.org/index.php/ejlat/article/view/>
8. Polat E. S. “Project method at the lessons of a foreign language”, *Foreign Language at School (FLS)*. #2, 2000, p.3.
9. Shavkatovna, S. M., Soliyevna, N. N., Ahmadovna, S. M., & Shaydullovna, K. S. (2020). Strategies for mastering synchronous translation art. *International Journal of Psychosocial Rehabilitation*, 24(3), 404–415. <https://www.elibrary.ru/item.asp?id=43268748>
10. Баракатова, Д. А., Нурмурадова, Ш. И., & Солиева, М. А. (2016). Социально-психологическое обеспечение педагогического воздействия на учащихся. *Молодой ученый*, (12), 816–818. <https://www.elibrary.ru/item.asp?id=26423314>
11. Mukhammadieva Nigina Mahmudovna, & Sharopova Feruza. (2021). LINGUISTIC MEANS OF EXPRESSING EMOTIONS IN ENGLISH. *Euro-Asia Conferences*, 34–36. <http://papers.euroasiaconference.com/index.php/eac/article/view/527>
12. Gafurova, N. N. (2020). GENERAL AND MODERN LINGUISTICAL FEATURES AND THEIR CONDITIONS IN APPLICATION. *Theoretical & Applied Science*, (4), 991–994. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=GQUmcVUAAAAJ&citation_for_view=GQUmcVUAAAAJ:IjCSPb-OGc4C
13. Gafurova, N. (2019). Modern problems of linguistics and methods of teaching English. *Proceedings of The ICECRS*, 4. <https://icecrs.umsida.ac.id/index.php/icecrs/article/view/262/126>
14. Ahmadovna, S. M. Features of the implementation of modular teaching english to students of a technical university, *International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA issue 05. Volume, 85, 122–125*. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=NdEf5dwAAAAJ&citation_for_view=NdEf5dwAAAAJ:isC4tDSrTZIC
15. Nazarova Navbahor Ahrorovna, & Akhmedova Marjona. (2022). Effective Language Learning. *Eurasian Research Bulletin*, 4, 104–107. Retrieved from <https://geniusjournals.org/index.php/erb/article/view/435>
16. Solieva Munavvar Ahmadovna. (2021). LINGUOPRAGMATIC FEATURES OF SPEECH ACTS. *Euro-Asia Conferences*, 41–44. Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/529>
17. Soliyeva Munavvar Akhmadovna Main components of organizing independent work of students //

- Достижения науки и образования. 2017. №4 (17). <https://cyberleninka.ru/article/n/main-components-of-organizing-independent-work-of-students>
18. Solieva Munavvar Ahmadovna, & Azimova Maftuna Shavkatovna. (2021). USING INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH. Euro-Asia Conferences, 14–17. Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/519>
19. Soliyeva, M. A. (2018). Teaching speaking for non-linguistic students. Проблемы педагогики, (2), 86-87. <https://elibrary.ru/item.asp?id=32859736>
20. Soliyeva Munavvar Ahmadovna, Nurullayev Bahrom Komiljonovich Information-communication technologies and multimedia in foreign language classes // Достижения науки и образования. 2019. №6 (47). URL: <https://cyberleninka.ru/article/n/information-communication-technologies-and-multimedia-in-foreign-language-classes>.
21. Soliyeva Munavvar Akhmadovna, Tulaboyev Bekzod Zamon Ugli The role of the independent work of students in the educational process // Проблемы педагогики. 2018. №2 (34). <https://cyberleninka.ru/article/n/the-role-of-the-independent-work-of-students-in-the-educational-process>.
22. Солиева, М. (2021). Speech Etiquette and speech act in Intercultural Communication . ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 10(9). http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2544
23. Солиева, М. А. (2015). Использование видеоматериалов для формирования коммуникативной компетенции учащихся на уроках английского языка. Молодой ученый, (10), 1289-1291. <https://www.elibrary.ru/item.asp?id=23581160>
24. Солиева, М. А. (2016). Case-study method in teaching English for Specific Purposes. In Проблемы и перспективы развития образования (pp. 19-22). <https://www.elibrary.ru/item.asp?id=25529459>