

PROJECT METHOD

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ABSTRACT

The article describes the project method, the structure of the organization of project activities, evaluation criteria and the importance of the project method for the preparation and development of students.

Keywords: Design method, design, structure, criteria, value.

INTRODUCTION

The project method is not a new phenomenon in pedagogy. The term “project method” itself came to us from America at the beginning of the last century. Its founders are considered American scientists J. Dewey and his student V.Kh. Kilpatrick. The initial slogan of the founders of the project training system is "Everything from life, everything for life." They proposed to build training on an active basis, through the student’s practical activities, focusing on his personal interest and the practical relevance of the knowledge gained in later life. Recently, this method has been widely used in a foreign school, especially in the USA, France, and Great Britain.

The "Project" method is the process of collecting, conducting research and implementing information on a specific topic for a specific time, either individually or in groups. In this method, trainees participate in the planning, decision-making, implementation, verification, and decision-making processes. Project development may be individual or group, but each project is a coordinated result of the collaborative work of the learning group. In this process, the learner's job is to develop a new product or find another solution within a given timeframe.

Material and methods. The project is an independent, creatively completed work corresponding to the age-related capabilities of students, during which they continue to replenish their knowledge and skills. There is a well-established definition that a project is a “cast of thoughts into the future”. In other words, this is an ideal representation of the final result of activity - the “final product in the mind”, that which will be achieved, created. In Latin, projectus is a forward project, plan.

I believe that the main goal of the projects is to contribute to the development of a creative, active personality and the formation of a system of intellectual and general labor knowledge and skills of students. The essence of the project method is the selection and implementation of any object of labor that is feasible and accessible to the student and the development of the

necessary documentation for this. A feature of the project execution system is the possibility of joint creative work between the teacher and the student.

Results and discussion. The project method, on the one hand, acts as a pedagogical technology, and on the other hand, as an organization of students' activities, built on the principle of engineering design. Students' project activity is a joint educational, cognitive, creative or game activity that has a common goal, agreed methods and ways of activity aimed at achieving the result - creating a project. Organization of project activities fits into the structure of activities: The structure of the organization of project activities:

1. Development of the project concept: defining the theme and objectives of the project.
2. Project planning, identifying sources of information, ways of collecting and analyzing information, ways of presenting results and process, distribution of tasks and responsibilities.
3. Research: collecting information, solving intermediate problems using the main tools: interviews, surveys, observations, experiments.
4. Results / conclusions: analysis of information, formulation of conclusions,
5. Protection of the project.
6. Stages of the project.
7. Completion of the project.

An indispensable condition for project activity is the availability of pre-developed ideas about its final product and, as a consequence of this, about the stages of design and implementation of the project, including its understanding and reflection of the results of activities.

Project activity is considered as activity or the process of developing and creating a project (a proposed or potential object or condition). In education, interest in designing is associated with the need to meet the most important requirement of society for a specialist with higher and secondary professional education in terms of mastering the design culture.

What gives the use of design technology in the educational process? The main thing is that conditions are created for realizing the interests of students, revealing their creative potential, productive co-creation with a teacher, which helps to increase students' motivation to learn, their professional self-determination and success. During the work on the project, students improve their general educational skills, due to the psychological resources of the project work, they develop the qualities necessary for a modern educated, cultured person.

Project Evaluation Criteria:

- awareness in determining the problem, choosing the topic of the project, practical orientation, significance of the work performed;
- The reasonability of the proposed solutions, approaches and conclusions;
- implementation of the accepted design stages, independence, completeness;
- product quality, its originality;
- level of creativity, originality of material embodiment and presentation of the project;
- quality and completeness in the design of records.

Criteria for assessing the protection of projects: the quality of the report, the completeness of the presentation of work, reasonedness and conviction; the volume and depth of knowledge on the topic, erudition, answers to questions: completeness, reasoning; business and strong-willed qualities (responsible attitude, friendliness, contact).

The project method can be considered as a way to achieve the didactic goal through a detailed development of the problem, which should end with a specific practical result, framed in one

way or another. At the heart of each educational project lies a certain problem, from which both the goal and the objectives of the students' project activities follow. In accordance with this, the student has the opportunity to expand and improve his intellectual knowledge, mastering the skills of educational activities, practical skills, search, processing, storage and transmission of information, the formation of the ability to work with a book as a source of knowledge. The sources of information may include: individual subjects (books, films); organizations (museums, libraries, research institutes, enterprises); activity; individuals (parents, specialists, college teachers).

Using the project method allows not only to create a "natural environment for the formation of competencies", but also to ensure: the development of new ways of working at an integrated level, the emergence of experience in co-organizing resources to achieve one's own goal. The student should study by himself, and the teacher should carry out motivational management of his teaching, i.e. motivate, organize, coordinate, advise, control.

CONCLUSIONS

The approach to the development of technology project activities by students is justified and pedagogically effective. Therefore, I believe that we, teachers, need to deepen and expand this area in our work. Thus, the relevance of project learning technology for modern education is determined by its multi-purpose and multifunctional orientation, as well as the possibility of its integration into a holistic educational process, during which, along with the mastery of students by systemic basic knowledge and key competencies, multilateral personality development takes place.

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