

USE OF PROJECT TRAINING TECHNOLOGIES IN PRIMARY EDUCATION

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ABSTRACT

The article discusses the importance of project training technologies used in the primary education system, and their role in the development of the child.

Keywords: Primary education, technology, project, personality of a child, formation, development.

INTRODUCTION

Studies all over the world show that today the issues of achievements of world civilization and the widespread use of information resources, expanding opportunities for international cooperation and dialogue, and organizing educational content based on international standards are of particular importance and importance for future specialists. The importance of design technologies, which are some of the most innovative technologies, is immeasurable.

MATERIALS AND METODS

A project is a focused form of activity that encourages people to work collectively, organizationally, independently. Project: construction, process, event, scenario plan; sample text of a specific document;

Design goal in elementary school:

- increase student learning motivation;
- development of cognitive activity in students;
- increases students' responsibility for preparing for the lesson and serves as an incentive for further educational activities

Tasks of design technologies:

- the development of cognitive activity among students, the formation of skills to work with additional literature, the development of skills in the use of modern educational technologies (ZTT), computers, the Internet, EAR;
- develop the skills of sorting, analyzing, comparing the most important ideas in the presented educational material;
- improving the effectiveness of the lesson, creating motivation for the subject using STT, developing the psychophysiological and personal abilities of students;
- instead of less effective verbal (oral) transfer of knowledge, the process of acquiring knowledge is created using systematic approaches.

There is a wide range of possibilities for the design of the educational process; "Subject-subject" relations between teacher and student are resolved and guaranteed learning outcomes are achieved.

Designing is a focused activity aimed at finding a solution to this problem and laying the foundations for finding ways and means to change it.

The project training method is a way of organizing actions that students independently carry out to achieve a specific result.

The project training method is focused on the interests and creativity of students. The project training method is an activity carried out under the guidance of a teacher in a special pedagogical environment, which allows to guarantee the quality of training.

The technology of project training is a technology that is currently being actively introduced into the educational process of elementary school. This technology in the pedagogical literature is also called the "project method", "project technology" [13].

Design technology is primarily a personality-oriented technology, in the center of which is a student. The basis of the technology is the activity of the student, aimed at the development of educational, cognitive, creative abilities. The teacher acts as the organizer-mentor, organizer-consultant of students. The technology of project training allows the teacher to organize the independent work of students on a specific topic, problem, and gives students the opportunity to develop their creative abilities both in individual academic subjects and in extracurricular activities. When working on a project, students develop such qualities as curiosity, that is, there is a sincere interest in the topic being studied, independence, that is, a desire to "get to the bottom of the truth", to learn the unknown, and also a sense of responsibility for the work begun to oneself, to classmates in front of the teacher. E.S. Polat makes the following requirements for the application of technology for project training:

- 1) the basis of any project should be a significant, interesting or little-studied problem;
- 2) there should be theoretical, practical, cognitive significance of the results of work on the project topic;
- 3) the dominance of independent (individual or pair, or group) activities of students;
- 4) the mandatory presence of a well-thought-out structure of work;
- 5) the use of research methods, initially suggesting a sequence of stages of action. The variety of forms of project activity has given rise to a number of classifications of project technology in pedagogical science: by the type of prevailing activity, by subject-content area, by duration (by time of implementation), by the number of participants participating in the project, by presentation form (final presentation of the project) [thirteen].

The design method is focused on the development of intellectual, aesthetic, physical abilities and willpower, creative qualities of the student

Design technology includes the following steps, which require a consistent search for a solution to a problem:

- identification of problems (tasks);
- setting goals (specific tasks related to the problem);
- The choice of methods and tools to solve the problem;
- organize research activities to find solutions to problems;
- data collection and analysis;
- Formatting data as text (drawings, drawings):
- discussion and correction of data;
- Expression of the expected result.
- Design technology is a process of new essence and content, aimed at discovering a new idea and creating a new intellectual product under the guidance of a teacher, based on the development of problematic learning ideas.

The term "design" first appeared in the first half of the twentieth century. Before delving into this concept, it is advisable to analyze some mental abilities.

Memorization is the most important process of thinking, without which the learning process is impossible, but it is radically different from critical thinking. Computer memory is much better than any of us, but remembering does not mean critical thinking. A number of scientists [3, 8, 9, 10] value the development of memory more than any thinking, basically check the students' memory level in tests and exams [2,3]. However, supporters of the use of design methods in the educational process [11, 12] argue that it is advisable to include complex ideas in the educational process to form more complex types of mental activity among students [1,2,3,4,5]. Understanding in the learning process is a complex mental process, especially if the training material is complex. Consequently, an elementary school student undergoes complex mental processes in his or her brain in order to understand the complex learning material. At the first stage, personal thinking is weak to understand the opinions of others: it is perceived as created by someone, "critical thinking arises when new, understandable ideas are explored, evaluated, developed and applied," says Uzbek scientist S. S. Gulomov [8]. Russian scientist S.V. Stolbunova claims that "remembering facts and understanding ideas are prerequisites for critical thinking, but they do not mean critical thinking even in mutual integrity" [14].

Sozonova [13] shares the following forms of design:

1. By the nature of the predominant (dominant) activity, projects can be divided into:
 - informational;
 - creative;
 - practice-oriented;
 - research.

Information projects - aimed at finding information for students on a topic and for the student's further work with the information found.

Creative projects - focused on achieving the goal, obtaining the planned result. All work on the project is built and submits to the expected result (issuing wall newspapers, recording a video, conducting an action, etc.).

Practice-oriented projects are also focused on the final, but only practical result of students' activities.

Research projects - distinguishes from other projects, the presence of thoughtful main stages of future research, which are initially aimed at achieving the goal.

2. According to the subject-substantive area, projects are distinguished from over-subject, inter-subject and mono-subject.

Sub-subject - non-subject projects carried out at the junction of different fields of knowledge. These projects go beyond school subjects.

Intersubjective - projects implemented through interaction at the junction of two or more subject areas of science.

Mono-subject - projects implemented within the framework of one academic subject or scientific field (for example, mathematics, literature, the Russian language or the surrounding world).

1. In duration (in terms of implementation), projects are short-term and long-term.

Short-term - projects implemented in a short period of time (lesson, two lessons, a week, two weeks).

Long-term - projects for the implementation of which it takes one month or more.

2. According to the number of participants participating in the implementation of the project, there are:

- individual projects (performed by one student),
- group (performed by a group of students),
- collective (performed by the classroom team, the collective of the entire school).

5. According to the form of presentation (final presentation of the project), such projects as: postcard, newspaper, book, dictionary, video clip, clip, etc.) are distinguished [13].

When using design methods in primary education, it is important to rely on creative or intuitive thinking. A number of educational psychologists (I.S. Kon [7], L.S. Rubinstein [6], S.S. Gulyamov [8], E. Goziev [15]) say that thinking in the educational process refers to thinking “higher order” (the last highest level of learning ability according to Benjamin Bloom’s system), According to philosophers, thinking means the ability to think logically and prove, thanks to which students can read carefully, conduct in-depth discussions and clearly and thoughtfully express their thoughts in writing. use a chance. For literary scholars and historians, the approach to the text, which helps to distinguish between the components of the text and critically review the ways the text affects the reader, as well as identify the reasons used by the author to create the work, is considered "critical”.

RESULTS

The system of actions of teachers and students.

If the project is voluminous, then the teacher prepares tasks, questions for search activities and literature in advance

Some senior and middle school students take part in the development of assignments. Questions for finding the answer can be developed in teams with subsequent discussion by the class.

Definition of forms of expression of the results of project activities:

- Teacher takes part in the discussion
- Students in groups and then in the class discuss the forms of presenting the result of research: a video film, an album, natural objects, a literary drawing room, etc.
- Project development
- The teacher advises, coordinates the work of students, stimulates their activities.
- Students carry out search activities
- Reporting Results
- The teacher advises, coordinates the work of students, stimulates their activities.
- Students first in groups, and then in collaboration with other groups, formulate the results in accordance with accepted rules.
- Presentation
- The teacher organizes the examination (for example, invites senior schoolchildren or a parallel class, parents, etc. as experts)
- Report on the results of their work
- Reflection

Evaluates its activities on the pedagogical guidance of children's activities, takes into account their assessment

Carry out the reflection of the process, themselves in it, taking into account the assessment of others. Group reflection is desirable.

Project training allows you to:

- Form a design activity, design thinking.
- Stimulate the motivation of children to acquire knowledge.
- Include all students in independent work mode.
- To independently acquire the missing knowledge from various sources.
- Develop the ability to use this knowledge to solve new cognitive and practical problems.
- Develop the ability to apply knowledge to life situations.
- Develop the ability for analytical, critical and creative thinking of students and teachers.

- Development of the most important competencies for modern life, the ability to: - take responsibility; - participate in joint decision making; - regulate conflicts non-violently; - evaluate and analyze social habits related to health and the environment; - make your choice; - own oral and written communication; - study all my life.

- Development of research skills: analysis (identification of problems, collection of information), observation, hypothesis construction, experimentation, generalization.

- To manage such work, it is necessary, first of all, to know that projects can be different and their use in the educational process requires serious preparatory work from the teacher. The ability to manage project work is an indicator of the teacher's high qualifications, his progressive teaching methodology and student development. It is not for nothing that these technologies are classified as innovative technologies, which provide, first of all, the ability to adapt to the rapidly changing human conditions of a post-industrial society.

According to the dominant activities of students

- practice oriented

(aims at the social interests of the project participants themselves or of an external customer);

- research (scientific research - laboratory experiment, modeling, sociological survey);

- informational (collecting information about an object, a phenomenon with the aim of analyzing, summarizing and presenting it to a wide audience - the result is in the form of a publication)

- creative (the freest and unconventional approach to the presentation of the results - almanacs, theatricalizations, sports games, videos)

- role-playing, playing (the most complicated; the structure is often only outlined and remains open until the work is completed; participants assume the roles of literary or historical characters, invented heroes, etc.)

By the nature of the contacts between the participants

- intraclass;

- intra-school;

- regional;

- interregional (within the framework of one state);

- international.

In the most general form during the implementation of the project, the following stages can be distinguished:

1. immersion in the project;

2. organization of activities;

3. implementation of activities;

4. presentation of the results.

What each participant in the project work does at different stages can be very briefly explained using the following table:

Formulates: (the formulation of the educational project is based on the age of the students)

- 1) the problem of the project;

- 2) the plot situation;

- 3) purpose and objectives

Carry out:

- 1) personal assignment of a problem;

- 2) getting used to the situation;

- 3) the adoption, clarification and specification of goals and objectives

2 STAGE - ORGANIZATION OF ACTIVITY

Organizes activities - offers (equips with everything necessary and creates the conditions for independent work):

- 4) organize groups;

- 5) distribute the role in groups;
- 6) to plan activities to solve the problems of the project;
- 7) possible forms of presentation of the results

Carry out:

- 4) breakdown into groups;
- 5) distribution of roles in the group;
- 6) work planning;
- 7) the choice of the form and method of presentation of the expected results

STAGE 3 - IMPLEMENTATION

Not involved, but:

- 8) advises students as necessary;
- 9) unobtrusively controls;
- 10) provides new knowledge when students need it;
- 11) rehearses the upcoming presentation with students

They work actively and independently:

- 8) each in accordance with his role and together;
- 9) consult as necessary;
- 10) “acquire” the missing knowledge;
- 11) prepare a presentation of the results

STAGE 4 - PRESENTATION

Accepts a report:

- 12) summarizes and summarizes the results;
- 13) summarizes the learning outcomes;
- 14) evaluate skills: communicate, listen, substantiate their opinion, tolerance, etc.;
- 15) focuses on the educational moment: the ability to work in a group on the overall result, etc.

Demonstrate:

- 12) understanding of the problem, goals and objectives
- 13) the ability to plan and carry out work;
- 14) the found way to solve the problem;
- 15) reflection of activity and result;
- 16) give an assessment of the activity and its effectiveness.

Another condition that is also quite necessary for work in the project, especially in primary school age, is assistance from parents, the inclusion of parents in the work. It is advisable to involve parents in the design process if the project is carried out in a mode of combining lesson, extracurricular and extracurricular activities. However, it is important to ensure that parents do not take up most of the work on the project, otherwise the very idea of the project method is ruined. But help with advice, information, and showing interest on the part of parents is an important factor in maintaining motivation and ensuring the independence of students in their project activities. The help of parents is especially invaluable when children take their first steps in working on a project. At this stage, it is important to hold a special parent meeting at which parents need to explain the essence of the project method and its significance for the development of the personality of children, tell about the main stages of the project activity and forms of possible participation in it. At the meeting, parents can offer recommendations-memos.

In the course of work on a project, parents can play several roles simultaneously. They: advise; monitor the implementation of the plan; solve operational issues; assist in the preliminary assessment of the project; participate in the preparation of the presentation; provide the most suitable mode of work, rest and nutrition.

It became obvious that the joint work of the teacher, children and parents is a valuable tool that allows you to create for each student their own educational route, to choose the best option for individual work. In addition, joint work mutually enriches the knowledge of each of its participants. Working with the children on the project, parents spend more time with the children. They become closer to them, better understand the problems of their children. The positive communication of children (while working on a project) from single-parent and problem families is of great importance. Meetings, communication with parents of classmates can do much more for a child than conversations and moralizing. As a result of joint project activities, children learn a lot about each other, fill up the lack of communication with parents, they form a significant attitude to the concept of "family".

Criteria for assessing the results of project activities of students:

- possession of methods of cognitive activity;
- ability to use various sources of information, research methods, symbol-making, etc. ;
- communicative and adaptive qualities: the ability to work in cooperation, to accept someone else's opinion, to confront difficulties;
- self-organization: the ability to set a goal, draw up and implement a plan, conduct reflection, compare the goal and action.

The tutor (teacher, scientific adviser) believes that it is necessary to help the child not only in determining the topic and purpose of the project, but also at all further stages of its implementation. He identifies the following skills for a teacher in using the project-based learning method:

- own the technology of project activities, can be a consultant on the methodology and technology of project activities;
- initiate the birth and development of the project, support the fire of curiosity and foster the "will" of the designer (perseverance in the implementation of the project);
- present samples of self-learning in the development of new material (his project "lives" with the student);
- help the student to carry out independent research action;
- is the "guide" of the student to countries and cultures, helps children formulate questions and organize work on these issues.

Limitations in the use of technology project design is:

- a) low motivation of teachers to use this technology;
- b) low motivation of students to participate in the project;
- c) insufficient level of schoolchildren's research skills;
- d) the vagueness of the definition of criteria for evaluating the tracking of project results.

Pitfalls of project training:

1. There is always the opportunity to overestimate the result of the project and underestimate its process (from here it is important to see all the documents in the portfolio in order to get information on the progress of work).
2. The main danger in the implementation of a research project is its transformation into a lecture (own point of view is important; it should be emphasized).
3. When organizing a project system at school, it is not always possible to ensure a meaningful unity of topics (to work with the audience on a topic).
4. One of the most difficult issues is the implementation of educational tasks in the course of project activities (the basic moral principles in project activities - responsiveness, fidelity to duty, responsibility for decisions made - are based on action, they must be lived).

Positive features of project training

1. the student is in the center of attention, promoting the development of his creative abilities;
2. the educational process is built not in the logic of the subject, but in the logic of activities that have a personal meaning for the student, which increases his motivation in learning;

3. the individual pace of work on the project ensures that each student reaches their own level of development;
4. an integrated approach to the development of educational projects contributes to the balanced development of the basic physiological and mental functions of the student;
5. deeply conscious mastering of basic knowledge is ensured by their universal use in different situations.

The most important condition for successful project activities is the differentiation of the educational space. The transitions from compulsory work to work of choice, from teaching to creating your own project, to research, from working under the direction of independent work - all this requires not cabinet, but substantial design of the space of the primary school.

CONCLUSIONS

To solve the problems that the education system faces in modern innovation processes, we need people who are able to absorb new information and evaluate their own knowledge, make the necessary decisions, think independently and freely. Therefore, at the stage of modernization of the national curriculum, teachers are required to fully master pedagogical innovations and interactive methods, new pedagogical technologies, and teachers should develop the educational process based on these innovative ideas and forms. The introduction of project technologies in the education system, the development and implementation of mechanisms and technologies is becoming one of the most pressing tasks.

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