

## **METHODS AND TOOLS FOR THE IMPLEMENTATION OF PROJECT ACTIVITY IN EDUCATION**

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### **ABSTRACT**

This article discusses the design method and its many basic and specific features. Methods and tools for the application of design activities in the educational process, based on the views of foreign scientists, research work, are illustrated with examples. The use of this method in secondary schools will further increase the effectiveness of education and its practical significance has been scientifically concluded.

**Keywords:** Project, cluster approach, education system, student, innovative technology, innovative approach, pedagogical technology, design activities, pedagogical psychology, pedagogical education.

### **INTRODUCTION**

The dramatic renewal and radical changes taking place in our country require a reconsideration of all spheres of human life in terms of globalization and integration processes with new views, concepts and attitudes. After gaining independence, our people, relying on their strength and capabilities for noble and noble goals, are achieving great results in building a democratic state and civil society. Today, globalization and integration processes are reflected in every field around the world. At the same time, education has become a priority area of public policy, and reforms in this area have begun to develop education on the basis of new innovative ideas.

### **LITERATURE REVIEW**

In the context of high dynamics of social processes, huge flow of information and technologicalization of everyday life, one of the main features of modern man is his ability to put into practice his knowledge, skills and abilities. The development of any country is often in the hands of the younger generation. To do this, young people need to be spiritually mature and educated. An important vital factor that directly affects the formation of such qualities in them is the education system. Focusing on the education of the younger generation plays an important role in the development of the state. Therefore, the Development Action Strategy of Uzbekistan for 2017-2021 has been developed. At the same time, over the past two years, a number of Presidential and government decisions have been made in the field of education and training. In particular, on September 30, 2017 "On the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan", August 8, 2017 "On improving the activities of the Ministry of Public Education of the Republic of Uzbekistan", March 14, 2017 "On further improving the activities of secondary special, vocational education institutions" To radically improve the quality of training in the Presidential Decrees of April 20, 2017 "On measures to further develop the system of higher education", May 22, 2017 "On measures to further improve the system of postgraduate education" , in particular, serious attention is paid to the application of the experience of developed foreign countries in the system. First of all,

the concepts of radical renewal of the material and technical base of preschool education institutions, the organization of modern Pre-School Institutions, a new approach to education have been developed.

In his Address to the Parliament on January 24, 2020, the President outlined the priorities of the ongoing reforms in the education system, as in all areas. In particular, it is important to continue the reforms in the preschool education system, improve the quality of education in secondary schools, strengthen the integration of higher education with academic science and industry, support talented youth.

When preschool education is properly organized, it is natural that the practice of working with the younger generation accepted by secondary schools will not be difficult. It is easier for the child to adapt to the social environment, to absorb new knowledge quickly and well. Educating the younger generation in secondary schools on the basis of new methods, the use of pedagogical technologies in raising their worldview gives good results.

With this in mind, all these documents aimed at developing and improving the education system have common features related to the introduction of innovations in the field, the adoption of foreign experience, support for creative approaches, strengthening the integration process between types of education.

Concepts such as "Innovative approach", "Innovative activity", "Innovative pedagogy" emerging in the development of modern education are based on needs, the purpose of which is to make changes and innovations in the field of education that guarantee the results of the educational process [2, 3].

## **METHODOLOGY**

In the context of the development of an innovative economy in education, it is important to train students who are innovative thinkers, independent seekers and decision-makers, able to adapt to the future social and professional environment, work as a team and solve problems. At the same time, there is a clear advantage in the implementation of design activities that help students to develop as individuals, mainly through the use of information technology, aimed at abandoning the traditional learning mechanism in the learning process, encouraging students' initiative. Projects involving the cooperation of various educational institutions, public and government organizations play a key role in the design activities. The participation of schoolchildren in the implementation of socially important projects allows them to acquire excellent knowledge and high skills, the ability to work independently. In this regard, today the issue of focusing on social cooperation, which has a positive impact on the formation of the school graduate as a socially active person in the educational process of the school system, is on the agenda.

It is definitely advisable to study and research these issues based on the innovative cluster method of pedagogical education. This method has had a positive effect in the fields of economics and production.

The pedagogical education cluster is a mechanism that enhances the integration of equal subjects, technologies and human resources in close contact with each other in order to meet the needs of a particular geographical area for competitive teaching staff [4, 9]. The subjects of a cluster system unite around a single goal, supporting each other. Its versatility allows for

the formation of several theoretical approaches, which are highly effective in solving such problems in education.

The application of the cluster approach also helps students to study the specific requirements of the regional community, to acquire valuable practical skills of each of the project participants, to form design knowledge. Because this approach is based on the economic principles of resource integration, the identification of common interests and interactions of all participants in the design activity. The design method plays a key role in achieving the goal in the process of designing student activities.

## RESULTS AND DISCUSSION

In 1918, William Kilpatrick, a teacher at Columbia University's College of Pedagogy, published an article entitled "Design Method" on the essence of the design method. In the following articles of the author, this term is interpreted as follows: The term "project" should mean every possibility of activity, the interdependence of the experimental process. In this case, the goal as an internal factor:

- represents the purpose of the activity, manages the process of gaining experience;
- serves to realize one's own activities and inner abilities [5, 32].

A comprehensive analysis of this teaching method shows the following results:

- ✓ this method allows to form creative qualities in the person;
- ✓ prepares the younger generation for independent living and the formation of skills;
- ✓ is a form of preparing students for work;
- ✓ is a means of combining practice and theory in teaching;
- ✓ is the main basis for strengthening existing knowledge and consolidating new ones by working independently;
- ✓ is a set of actions specially designed by the teacher and performed independently by the student;
- ✓ is pedagogical technology.

Russian scientists Ingrid Bem and Jens Schneider consider design activities as a way to organize the acquisition of knowledge and career guidance during a certain period of study (academic year or semester) [6, 6].

The essence of the project method in this case is to form students' interest in learning by directing them to work independently, to acquire new knowledge and skills by setting clear goals and problems and finding solutions to them. The following table shows the methods and tools used in the implementation of a project aimed at a specific task:

<i>The stage of learning new information</i>	<i>Stages of work on the project</i>	<i>Forms of training</i>
Motivation, goal setting	1. Goal setting	Story, conversation, speech, etc.
Planning	2. Discussion of proposals	Conversation
Determining the direction of movement	3. Self-education 4. Determination of areas of activity	Independent work
Action (type of activity)	5. Search	Independent work, practice, excursion, practical training, laboratory work
Reflection	6. Generalization and conclusion	Seminar, additional advice
Evaluation	7. Analysis of successes and failures	Conversation, additional advice
Correction (work on errors)	8. Correction (work on errors)	

## CONCLUSIONS

The organizational structures of project training mentioned above can serve as a basis for highlighting the following main stages of project work:

1. Full understanding of the theory of project activity
2. Creating a project
3. Research activities
4. Presentation of results
5. Reflection.

Summarizing all the above points, we conclude that the project method is always closely related to independent activity, helps to complement each other with practical and theoretical knowledge, defines the interrelationships of project participants, allows to develop the most important aspects of the student's personality.

Design activities require the teacher to research and carefully prepare for each lesson. Therefore, teachers should look at each lesson as a creative process and use the available methods and tools in preparation for it, discussing the suggestions and wishes expressed by students in support of their independent opinions, and be able to convey the topic to students. Design activities are characterized by positive consequences, such as students' understanding of the essence of the problem, the creation of innovations and discoveries in the field, the development of creative thinking, the formation of the ability not to be afraid of mistakes. On the other hand, the design activity is important for the student to work on himself, collect information, search for solutions independently and apply their knowledge in practice, which is a clear manifestation of pedagogical effectiveness.

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