

THREE INDICATORS OF THE EFFECTIVENESS OF THE PROJECT METHOD IN TEACHING FOREIGN LANGUAGES

Isakulova Nilufar Janikulovna

Doctor of Pedagogy, Professor, Uzbek State World Languages University

UZBEKISTAN

ABSTRACT

This research article discusses the implementation of projects in the teaching of foreign languages, reveals the definitions of the concept of project, provides the effectiveness of research management, and also identifies three 3 main indicators of the effectiveness of the project method, which will be the key to the formation of students' communicative competence

Keywords: High level, mastering new material, Project management, level, student, project methodology, language competence, learning process, project.

INTRODUCTION

The actual task of education—the formation and development of universal educational activities – is solved in the course of organizing independent educational and cognitive activities of students. In the practice of the school, such activities traditionally include research and design.

The pedagogical effectiveness of the management of research (IMU) and project (PDU) activities of students largely depends on the theoretical readiness of the teacher. However, the analysis of psychological, pedagogical, and methodological literature revealed the lack of conceptual unity and terminological clarity in the scientific description of these types of activities, which inevitably leads to difficulties, problems, and errors in the organization of projects[1].

LITERATURE REVIEW

To identify the characteristic features of educational project management, we will determine the characteristics of the types of customers. Features of educational project management, depending on the type of customers, are shown in Table 1.

TABLE 1: Types of definition of the concept project

Author	definition
The project	
National requirements for the competence of project Management specialists of the SOVNET Association	1) a unique set of interrelated works (activities) aimed at creating a product or service in the conditions of specified requirements and restrictions; 2) a time-limited, specially organized, targeted change to a particular system within the planned resources and established requirements for the quality of its results[2].
International Standard for Project Management ISO 21500: 2012	ISO 21500:2012 Project Management a unique set of processes that includes coordinated and controlled operations with start and end dates that are undertaken to achieve a goal[3].

Y. V. Yakovlev	purposeful activity of the temporary team within one or several organizational structures, aimed at achieving a specific goal with a given level of quality, within the set time frame and within the allocated funding[4].
Training project	
I. V. Zimina, M. Gibson, A. Yu. Afonin	complex activity that has clear goals, resource and time limits, organization of individual development of trainees, as well as certain results for the customer's company and its employees[5].
Learning project	
The program of preparation of teachers supported by Microsoft	an organizational form of work that focuses on the study of a completed academic topic or academic section, and is part of a standard training course or several courses[6].
M. Stupnitskaya	joint educational and cognitive, creative or play activities of partner students that have a common goal, agreed methods, methods of activity, aimed at achieving a common result in solving any problem that is significant for the project participants[7].
Educational project	
I. B. Romanova	a set of scientific, methodological, technological, organizational, financial, commercial and educational and production activities carried out in a certain sequence, ensuring the implementation of the educational program[8].
A. Moiseev, o. Moiseeva	complex, occurring in the conditions of interaction with the external environment, the activities of a temporary team of specialists associated with the achievement in a certain time frame and with limited resources, the planned set of goals (tasks) and activities aimed at achieving a specific educational result[9].
I. D. Chechel, I. D. Grabar, L. I. Monakhova	this is a form of organization of classes that provides for a comprehensive nature of the activities of all its participants to receive educational products for a certain period of time – from one lesson to several months[10]

METHODOLOGY

The effectiveness of teaching students was determined by 3 indicators: language competence, activity in communication in the process of work, readiness to learn new material. The criteria for these indicators are listed below:

1. language competence. high level: fluency (corresponding to the level of the 10th grade) of the grammatical component of the language, correct pronunciation of words, the presence of a vocabulary sufficient for free expression of their thoughts.

Intermediate level: minor errors are allowed in the grammatical, phonetic and lexical components of language proficiency, but only if the lesson material is new or has increased complexity for students of this age.

Low level: a significant number of errors in the previously studied material, the use of incorrect grammatical constructions, poor vocabulary, the frequency of incorrect pronunciation of words.

2. Activity in communication during work. High level: the student strives to realize his participation in the lesson, making maximum use of his language capabilities, allowing improvisation, as well as increased attention in the perception of speech and actions of other students in order to appear in the speech situation.

Intermediate level: the student is quite actively involved in the work, but if there is a misunderstanding of the language component of the educational activity, he "falls out" of the situation, ceases to be guided in it.

Low level: the student is poorly oriented in the situation and therefore shows minimal activity of participation in the work.

3. Readiness to learn new material. this criterion creates the mood of students to work in the learning process and determines the success of mastering new knowledge.

High level: the student enthusiastically accepts the new lesson and the proposed educational material, is attentive, inquisitive, and shows a high cognitive interest.

Intermediate level: the student is focused more on the entertainment side of the lesson than on the cognitive side, since the student's cognitive interest is situational.

Low level: the student is not ready to learn new material both psychologically and in terms of language training[11].

The project methodology provides great opportunities for solving such problems as overcoming inertia, fear of speaking a foreign language due to possible errors in speech[12].

CONCLUSIONS

The project methodology develops students' independence, creativity, and activity, which are so necessary for them in the learning process. The use of this method really turns the student from an object of learning into a subject of educational activity. The teacher also acts as an assistant and consultant. It is also very important that students learn to cooperate while working on the project, and learning in cooperation brings up in them such moral values as mutual assistance, desire and ability to empathize, creative abilities are formed, that is, there is a continuous process of training and education. The project method forms and improves the overall culture of communication and social behavior in general.

REFERENCES

Books

Project management: fundamentals of professional knowledge (2010) *National requirements for the competence of specialists*. (NCB-SOVNET National Competence Baseline Version 3.0) Moscow: CJSC "Project Practice".

ISO 21500: (2012). International Standard for Project Management

Yakovlev, Y. (2009) *Formation of an organizational and economic mechanism for managing complex investment and construction projects*: monograph. St. Petersburg: spbgie.u.

"Learning for the future " (2004) (supported by Microsoft): textbook. stipend. 4th ed., ispr. M.: Ed. - trading house "Russian edition".

Stupnitskaya, M (2010) *What is a training project?* - method. manual. Moscow: First of September.

Romanova, I. (2003) *educational projects at the university // integration of education*. 2003. No. 1. P. 43-47.

Journals

Erokhina, E. (2013) *Research and project activity of a student: the distinction between the concepts* // Elementary School plus Before and After. .No. 8. - p. 3-6.

Efficiency of application of the project method in foreign language lessons in general education schools //proceedings of the ai Herzen Russian State Pedagogical University. - 2009. - No. 102. - pp. 116-121.

Bositkhonovich R. A. (2019) *The Role of the Competence Approach in Pedagogical Education* // European Journal of Research and Reflection in Educational Sciences Vol. – T. 7. – №. 12.

Rakhmonov A. (2020) HISTORY, PERIODS AND STAGES OF COMPETENCE // Матеріали конференцій МЦНД. – P. 116-118.

2-3 Authors

Zimina, I., Gibson, M., Afonin, A. (2005) *The use of a project-oriented approach in the training of managerial personnel: international experience and Russian realities* // University management: practice and analysis. No. 7. P. 64–71.

Moses, A. M., Moiseeva O. M., (2007) *Project management in education: textbook.-method. complex of materials for training tutors*. Moscow: ACADEMIA APK and PPRO.

Chechel, I., Grabar, I., Monakhova I. (2010) *project activity as a way of organizing semiotic educational space: textbook practice and analysis* 7. P. 13–26.

Efficiency of application of the project method in foreign language lessons in general education schools //proceedings of the ai Herzen Russian State Pedagogical University. - 2009. - No. 102. - pp. 116-121.