

Using Project Technology in Russian Language Lessons

Sayyora Xolmirzaevna Sulstonova

Department of Foreign Languages, Tashkent International University of Financial Management and Technology

Article Information

Received: Aug 05, 2023

Accepted: Sep 06, 2023

Published: Oct 07, 2023

Keywords: *project methodology, project, project in teaching, project product, public defense.*

ABSTRACT

The article deals the problems of the role of the teachers on teaching. It's main task is to motivate students to demonstrate independence. The point of organizing the educational process is to create conditions for students to develop the experience of independently solving cognitive, communicative, organizational, moral and other problems that make up the content of education. This work contains some methodological techniques for working using the design methodology, this is its practical orientation. It is intended for teachers who are beginning to look for new ways of interaction between teacher and student.

In accordance with the terms of the State Educational Standard, the student's personality, self-development, and self-improvement are placed at the forefront of education. The main purpose of education is to teach the student to learn. The teacher forms and develops the student's ability to independently manage his own activities. After all, this is the idea of the second generation standard - in different ways to activate the student in the role of a subject. The meaning of the competency-based approach to education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the students' own experience.

The role of the teacher is also changing significantly. Its main task is to motivate students to demonstrate independence. The point of organizing the educational process is to create conditions for students to develop the experience of independently solving cognitive, communicative, organizational, moral and other problems that make up the content of education.

Among the fundamental skills and qualities that a person of the 21st century should have:

- Creativity and curiosity – the ability to self-develop, apply new ideas and communicate them to other people, openness to new and diverse perspectives and points of view.
- Critical and systematic thinking - the development of thinking that determines the making of an informed choice; understanding relationships in complex systems.
- Ability to work with information and media - the ability to find, analyze, manage, integrate, evaluate and create information in different forms and in different ways

- Interpersonal interaction and cooperation – the ability to work in a team, be a leader; take on different roles and responsibilities; work productively in a team; the ability to empathize; respect different opinions.
- Problem solving and problem solving skills – the ability to identify, analyze and solve problems.
- Focus on self-development – awareness of one’s needs, monitoring one’s own understanding and learning; search and placement of relevant resources; transfer of information and supra-subject skills from one area of knowledge to another.
- Social responsibility – the ability to act in the interests of the community; behave ethically in interpersonal, professional and social contexts.

These high demands on modern students and teachers push teachers to search for innovative forms of activity, interactive methods, including the use of project methods. Currently, the concept of “new educational technologies” cannot be imagined without the project method. This is precisely the relevance of this topic.

“...In new conditions, the teacher needs new (and perhaps well-forgotten old) methods that allow him to organize the learning process and the relationship between teacher and student in a new way.¹”

When talking about new pedagogical technologies, we must always keep in mind that true innovations in the field of pedagogy are an extremely rare phenomenon. As a rule, this is a consideration in a new round of pedagogical, social, cultural achievements of long-forgotten, old pedagogical truths in a different interpretation of teaching methods and techniques. Almost all so-called “new technologies” are well-forgotten old ones.

For a teacher, the project method is interesting because the choice of topics is unusually diverse. In Russian language lessons, it makes it possible to use the most unexpected forms of presentations: from notes, booklets and diaries to creating a newspaper, magazine, crossword puzzle, website. This work contains some methodological techniques for working using the design methodology, this is its practical orientation. It is intended for teachers who are beginning to look for new ways of interaction between teacher and student.

What are the positive features of project technology?

- This is a constructivist approach to learning.
- Involves students in a joint endeavor - they work on projects or problems with a solution unknown in advance.
- They study a topic deeply, use critical thinking, see the connection between learning and life, and show what they understand in their products and presentations.
- At the center of learning is the student, the teacher is the facilitator (English facilitator, from the Latin *facilis* - “easy, convenient”) - this is the person who ensures successful group communication¹.
- Students typically work in collaborative groups for long periods of time, find multiple sources of information, and create authentic products.
- While projects MAY involve problem solving, they are not always problem-focused.
- Projects give students the opportunity to be experts, collaborate with peers, and interact with adults. Develop skills needed in life.

Abercrombie N., Hill S., Turner B.S., *Sociological Dictionary*. Economics, 2004

Many of the skills developed in the process of working on a project are those that are in demand by employers today:

- ✓ ability to work with others,
- ✓ make thoughtful decisions,
- ✓ take the initiative,
- ✓ solve complex problems. This means that children become socially adapted people. Isn't this another urgent task of modern education?

Project methodology is a benefit for the student:

- ✓ motivation increases,
- ✓ improves academic results,
- ✓ high-level thinking develops,
- ✓ cooperation is expanding,
- ✓ the level of self-control increases.

The project method is a way to achieve a didactic goal through the detailed development of a problem (technology) that must be completed

a very real, tangible practical result, formalized by the

or otherwise; This is a set of techniques and actions of students in their specific sequence to achieve a given task - solving a problem that is personally significant for students and is presented in the form of a certain final product.

A project in teaching is a specially designed detailed development of a specific problem, which involves searching for conditions and ways to achieve a real practical result; This is the independent development of developed skills, the application of knowledge acquired in Russian language lessons, but at a new, productive, exploratory level.

Goals and objectives of project activities

The goal of project activities in Russian language lessons is to develop the ability to use information technology in the development of tools and materials that increase the efficiency and effectiveness of the educational process.

Objectives of project activities:

- to form in students a system of intellectual knowledge, skills and abilities that contribute to the development of creativity, initiative and independence;
- increase students' self-esteem by achieving their goals and results obtained.

Characteristic features of the project-based teaching method

Most authors who define a project highlight a number of characteristic features of this teaching method.

First of all, there is a problem that needs to be solved during the work on the project. Moreover, the problem must have a personally significant character for the author of the project and motivate him to search for a solution.

The project must have a clear, realistically achievable goal. In the most general sense, the goal of a project is always to solve the original problem, but in each specific case this solution has its own, unique embodiment. This embodiment is a design product, which is created by the author in the course of his work and also becomes a means of solving the problem.

So, **clarifying the initial problem**, formulating a goal and creating a speculative image of the project product are the first characteristic features of the project.

Another difference of the project is the preliminary **planning** of the work. The entire path from the initial problem to the implementation of the project goal must be divided into separate stages with its own intermediate tasks for each of them; identify ways to solve these problems and find resources for this; develop a detailed work schedule indicating the deadlines for the implementation of each stage.

The implementation of the project work plan, as a rule, is associated with the **study of literature** and other sources of information, selection of information; possibly with conducting various experiments, experiments, observations, research, surveys; with **analysis** and **synthesis** of the data obtained; with the formulation of conclusions and the formation on this basis of one's own point of view on the original problem of the project and ways to solve it.

To implement the found method of solving the project problem, a design product is created. The project product must have certain consumer properties, that is, satisfy the needs of any person faced with a problem.

The project must have a written part - a progress report, which describes all stages of the work, all decisions made with their rationale, all problems encountered and ways to overcome them; the collected information, experiments and observations carried out are analyzed, the results of surveys are presented, etc.; the results are summed up, conclusions are drawn, and the prospects for the project are clarified.

A distinctive feature of the project is its **public defense** and presentation of the result of the work. During the presentation, the author not only talks about the progress of the work and shows its results, but also demonstrates his own knowledge and experience in solving the project problem, acquired competence. The element of self-presentation is the most important aspect of working on a project, which presupposes a reflective assessment by the author of all the work he has done and the experience acquired during it.

Of course, the pedagogical result of project activity is, first of all, the activity itself. "The goal of project-based learning is methods of activity, and not the accumulation of factual knowledge." And from the children's point of view, too. They did something, they had a lot of ideas and plans, they encountered unusual problems, overcame them, learned a lot of new things, and used their knowledge. It is very important to talk about this during the presentation. And the product is one of the embodiments of the plan.

Only properly organized work will have a positive impact on students, will contribute to the independent acquisition of knowledge and experience from direct communication with real life (authentic situations), developing their ability to work with constantly changing information, independence, critical thinking, and initiative. If a student constantly engages in project activities during his school years, then in real adult life he will be more adapted, will be able to plan his own activities, navigate in a variety of situations, work together with different people, that is, adapt to environmental conditions.

Project-based learning is a useful alternative to the classroom system, but it does not replace it. Experts from countries with extensive experience in project-based learning believe that the project should be used as a complement to other types of learning. And in this case, the teacher will only diversify the educational work, turning the educational process into productive creative work.

Literature:

1. Pakhomova, N.Yu. The project method in the arsenal of a mass teacher. [Electronic resource] /Moscow Institute of Open Education. Methodological Laboratory of Information Support

- for Educational Development/ <http://schools.keldysh.ru>
2. Abramova, S.V. Russian language. Project work for high school students. [Text] / M.: Education, 2011.
 3. Bederkhanova, V.P. Pedagogical design in innovation [Text]: Textbook / V.P. Bederkhanova, B.P. Bondarev. - Krasnodar, 2000. - 54 p.
 4. Guzeev V.V. Planning of educational results and educational technology. – M., 2000. – 240 p.
 5. Sayyora Xolmirzaevna Sultanova. (2023). Features of the communicative approach to working with text in the lessons of russian as a foreign language in uzbek groups. Current Research Journal of Pedagogics, 4(09), 30–40. <https://doi.org/10.37547/pedagogics-crjp-04-09-06>
 6. Султонова, С. Х. (2018). Русский язык в Узбекистане: вчера и сегодня. Гуманитарный трактат, (25), 8-10.
 7. Ханазарова, С., & Султонова, с. Х. (2023). Мотивация на уроках русского языка. Sustainability of education, socio-economic science theory, 1(10), 8-12.
 8. Султонова, С. Х., & Насириддинова, М. М. (2023). Использование цифровых технологий в практике преподавания русского языка как иностранного (на примере онлайн-доски). Новости образования: исследование в XXI веке, 1(9), 1346-1352.
 9. Султонова, С. Х. (2022, april). Коммуникативные аспекты в методике преподавании РКИ в школах Узбекистана. In international journal of conference series on education and social sciences (online) (vol. 2, no. 3).
 10. Султонова, С. Х. (2023). Синтаксические конструкции на уроках русского языка как иностранного. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar jurnali, 2(15), 769-775.
 11. Султонова, С. Х. (2022, april). Коммуникативные аспекты методике Преподавании РКИ в школах Узбекистана. In International Journal Of Conference Series On Education And Social Sciences (Online) (Vol. 2, No. 3).
 12. Султонова, С. Х. (2021). Учебно-речевая ситуация при обучении русскому языку у узбекских учащихся элементарного и базового уровней. «Русское Слово В Международном Образовательном Пространстве: История И Современность», 437.
 13. Султонова, С. Х. (2018). ИКТ Как средство повышения мотивации на уроках русского языка. Вопросы Педагогики, (3), 98-101.
 14. Сайёра Холмирзаевна Султонова, International Journal Of Education, Social Science & Humanities. Finland Academic Research Science Publishers <http://Farspublishers.Org/Index.Php/Ijessh/Article/View/2106>
 15. Kakhkhorova, g. (2021). Objectives of particles in the uzbek and english languages. Philology matters, 2021(3), 52-82.
 16. Kakhkhorova, g. S. (2021). The allocation of particles in translation dictionaries and ways to express them in translation. Scientific reports of bukhara state university, 5(2), 84-95.
 17. Каххорова, g. S. (2020). Semantic grouping of particles in english and uzbek languages. Scientific reports of bukhara state university, 4(3), 122-125.
 18. Kakhkharova, g. S. (2020). Problems of translation of particles in the english and uzbek languages. Scientific reports of bukhara state university, 4(4), 149-153.