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## THE ROLE OF METHOD PROJECTS IN FOREIGN LANGUAGE LESSONS

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## THE ROLE OF METHOD PROJECTS IN FOREIGN LANGUAGE LESSONS

Cover Page Footnote

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Erratum

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## THE ROLE OF METHOD PROJECTS IN FOREIGN LANGUAGE LESSONS

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**Abstract:** *In this paper highlights of the subject of study innovation methods, so the method of projects and the need to apply this method in the teaching of a foreign language in non-linguistic universities, its features and advantages.*

**Key words:** *project method, vocational training, student's active position, creative potential, language competence.*

## РОЛЬ МЕТОДА ПРОЕКТОВ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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**Аннотация:** *В данной работе является предметом изучения инновационные методы, а так же метод проектови необходимость применения этого метода в преподавании иностранного языка в неязыковых вузах, его особенности и преимущества.*

**Ключевые слова:** *метод проектов, профессиональная подготовка, активная позиция обучаемого, творческий потенциал, языковая компетенция.*

## SHET TILINI O'QITISHDA "LOYIHA" METODINING O'RNI

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**Annotatsiya:** *Ushbu maqolada tadqiqot mavzusi sifatida innovatsion ta'lim metodlari, xususan "loyiha" usuli va ushbu uslubni lisoniy bo'lmagan oily ta'lim muassasalarida xorijiy tillarni o'qitishda qo'llash zaruriyati, uning xususiyatlari va afzalliklari yoritib berilgan.*

**Kalitso'zlar:** *loyiha usuli, kasbiy tayyorgarlik, talabalarning faol pozitsiyasi, ijodiy potensial, til ko'nikmasi.*

Today, the art of teaching clearly dictates the need for new approaches to learning a foreign language. Old methods are a thing of the past, and innovative methods and methods of teaching take their place. One of the most effective methods of foreign language teaching today is the project method. The project method is a student activity aimed at solving a research or socially significant pragmatic problem[1]. According to Y.V.Ryndina, this method is "a flexible model of organizing the process of learning a foreign language, because it allows students to focus not on the language itself, but on the problem, to shift the focus from the linguistic aspect to the informative: to single out the problem, to formulate a hypothesis for its solution, search for the necessary information using various information resources, plan possible solutions to the problem, draw conclusions, analyze the results obtained in foreign language "[2].

I.A.Fateeva identifies the following requirements that must be taken into account when working with the project method:

- consideration of a significant problem that requires the presence of integrated knowledge for its solution (for example, the creation of a number of reports from different parts of the world, united by a common theme;
  - study of the problem of the demographic growth of the population of the planet;
  - influence of precipitation; the influence of slang on the state of modern English);
  - theoretical, practical, moral, cognitive significance of the results obtained after the application of the method of projects (for example, publication of a newspaper, magazine or other printed publication with reports; writing an essay);
  - independent work of students;
  - structuring the main part of the work on the project with an indication of the results;
  - the application in practice of research methods that are based on the use of a specific sequence of actions: finding the problem and determining the resulting research tasks (it is possible to use such methods as a round table and brainstorming);
  - putting forward possible hypotheses for solving these problems; joint discussion of research methods (statistical, observations, experimental);
  - discussion and selection of the outcome of the work (protection of the abstract, presentation, report, etc.);
  - systematization of the collected results and their analysis; presentation of results, summing up; the sounding of the conclusions obtained as a result of the work done [3]. It should also be noted that the project work is divided into preparatory exercises, which serve as a bridge to the implementation of the project, and to work on the projects themselves. Preparatory exercises can be on any topics on which projects are carried out. Y.V.Ryndina notes that when working with preparatory exercises, "one of the important points is that the emphasis is not on communicating ready-made knowledge, but on encouraging students to think, to search for information on their own, to make independent conclusions and messages, as well as "Transfer to oneself," that is, an appeal to the life and speech experience of students "[4].

Many teachers are trying to create situations in the classroom that are as close to reality as possible and that enable students to apply the knowledge gained in the learning process. In this case, the most effective means are game situations or, as the psychologist A.A.Leontiev calls them, "stimulating situations" [5].

They can be used at any stage of training and provide an opportunity to teach students unprepared speech in inter-thematic terms. When carrying out project work, the teacher needs to ensure that the children are interested in working on the project, the motivation that will become a continuous source of energy for independent activities and creative activity. How to do it? For this there are mechanisms laid down in the project method.

First, the solution to the problem of the project for practical and public benefit. Such practical application of existing knowledge or knowledge gained during the project is attractive for adolescents who, by virtue of their age, are seeking early socialization.

Secondly, the activity itself and self-activity is attractive for children, since it is possible to manifest, show, test oneself in action.

Thirdly, “according to the laws of the genre” in the work on a project, students take an active part in setting the project’s goals and objectives, which the teacher sometimes has the right to help formulate, but in an incomplete form. Specifying the goal and objectives of the project arising from its problems, students, having already accepted the problematics as their personal one, become even more interested in their solution. This creates a motivation for personal participation in the work.

Fourthly, a competent consideration of age characteristics in the selection of topics, problems and the storyline of the project should provide another type of motivation (for example, my school schedule, favorite pet).

Thus, the motivation is ensured by the available, selected theme, subject to plot and the problem of the educational project, in accordance with the interests and possibilities of age. And finally, one cannot name another motive. This is a planned, summarizing project work presentation of the results. To tell about the work done, his achievements, what he learned new, what he learned to do, how the whole team worked and he personally, a child needs at any age. Project assignments involve a large amount of work for the teacher. He can propose a project topic himself, but students most often offer it, and the teacher needs to think about what language material will need to be repeated or discussed with students in advance, which questions will be considered during the work on the project (the longer the project, the more detailed it requires). The time spent working on a project depends on its theme and how the teacher decided to work on the project: in each lesson for two to three weeks or one hour a week for a longer time.

Despite the policy of “non-interference” in the implementation of projects, the teacher should be interested in the students' achievements and achievements: did they learn anything really new that they did not know, but wanted to know which aspects of the language they needed to repeat. The use of the project methodology contributes to the development of organizational qualities of the project participants, the unification of their interests, the identification of children prone to leadership and organizational activities. Self-esteem and self-confidence are growing. Children learn to find compromises in resolving the questions posed and respect the views of others, learn to think independently, organize themselves, take initiative, develop a sense of intuition. The participants' activity increases: they begin to read more, especially reference and special literature, communicate with each other more often, lead discussions and discussions. The process of protecting projects, public speaking develops thinking, culture of speech and communication, the ability to argue to defend their ideas, self-control. Thus, the development of personality occurs [5]. It must be emphasized that the project method does not replace, but complements other teaching methods. It is advisable to work on projects at all levels of schooling: primary, secondary and senior. Initially, these may be mini-projects, then they will become more complex and expand.

The presentation of projects can be different from postcards, wall newspapers, albums, multimedia presentations to lengthy reports, abstracts, the development of events and applied projects of general significance. Projects can be voluminous and long in terms of the amount of time they work on them. These projects usually have a research or

informational nature and are often designed to prepare and conduct extracurricular activities, especially in high school. While working on such projects it is advisable to create voluminous text works and multimedia presentations using the most interesting material and video sequence of their accompaniment. Projects of this type can be used in full as well as fragmentary. Text materials can be used by students for independent preparation for lessons and final attestations in extracurricular time.

In foreign language lessons, educational projects are more common. Their development requires less time and, they are small in volume. These projects are intended for use in a specific lesson and have specific objectives. Projects of this type are relevant for use in generalizing and final lessons on course topics. The task of the teacher: to correctly formulate the themes of projects, to determine the range of necessary questions aimed at the realization of the goals and objectives of a particular lesson. Examples of such projects include the following topics: "How can we help the environment", "My role model", "My summer adventure" and many others. Also of great importance in learning a foreign language are mini-projects. Students perform them at home when preparing homework or directly in class.

Projects can be executed not only in writing, but also orally. The main forms of mini-projects: monologue and dialogical statements, tables, drawings. The task of the teacher: to achieve the transfer of the exact concrete content of the project. The subject of mini-projects depends on specific goals and themes of current lessons, is developed by a teacher and is discussed with students [6]. Thus, the project is five "P": the problem - design - search for information - product - presentation. The sixth "P" of the project is his portfolio, that is, the folder containing all the working materials, including drafts, day plans and reports. Summing up, we see the importance of using the method of project work as one of the most effective methods of developing communication skills in a foreign language lesson, and the use of various types of projects help the teacher to make project training diverse, new and interesting for students of any age.

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