



# PRE MA



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# PEDAGOGIK MAHORAT

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## PEDAGOGIK MAHORAT

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**YADGAROVA Lola Djalolovna,**BSU, Senior teacher of information  
technologies department**ERGASHEVA Sarvinoz Bahodurovna**National Research University, English  
teacher of English language department**INNOVATIVE APPROACH: PROJECT-BASED LEARNING THE ORGANIZATION  
OF THE EDUCATIONAL PROCESS IN HIGHER  
EDUCATIONAL INSTITUTIONS**

*In the article, the authors demonstrate peculiarities and effectiveness of using project learning method in lessons of higher educational institutions. The effective organization of project work is based on the integration of educational and scientific activities, the student's change of role in the project team in order to master the competencies of organizational-management activities. The focus of the project method of teaching is depicted on the independence of students. It is noted that, the development of project work in universities is an important condition for accumulating further professional career spheres. The main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas.*

**Key words:** project learning, project activity, skill, knowledge, technology, learning platform, innovative method, creative work

**ИННОВАЦИОННЫЙ ПОДХОД: ПРОЕКТНОЕ ОБУЧЕНИЕ -ОРГАНИЗАЦИЯ  
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВЫСШИХ  
УЧЕБНЫХ ЗАВЕДЕНИЯХ**

*В статье авторы демонстрируют особенности и эффективность использования метода проектного обучения на уроках в вузе. Эффективная организация проектной работы основана на интеграции учебной и научной деятельности, смене студентом роли в проектной команде с целью овладения компетенциями организационно-управленческой деятельности. В центре внимания проектного метода обучения изображена самостоятельность учащихся. Отмечается, что развитие проектной работы в вузах является важным условием аккумуляции дальнейших направлений профессиональной карьеры. Основная цель проектного метода - предоставить студентам возможность самостоятельно приобретать знания в процессе решения практических задач или задач, требующих интеграции знаний из различных предметных областей.*

**Ключевые слова:** проектное обучение, проектная деятельность, умение, знание, технология, обучающая платформа, инновационный метод, креативная работа

**OLIJ TA'LIM MUASSASALARIDA TA'LIM JARAYONINI TASHKIL ETISH BO'YICHA  
INNOVATSION YONDASHUV**

*Maqolada mualliflar darsda loyihaviy ta'lim usulidan foydalanishning xususiyatlari va samaradorligini qayd etadilar. Oliy ta'lim muassalari talabalari tashkiliy va boshqaruv faoliyati malaka va ko'nikmalariga ega bo'lish uchun dars jarayonida rol almashib qatnashishadi. Loyihaviy o'qitish usulining asosiy yo'nalishi talabalarning mustaqilligidir. Qayd etilishicha, oliy o'quv yurtlarida loyiha ishlarini rivojlantirish kasbiy ko'nikmalarni to'plashning zaruriy sharti hisoblanadi. Loyiha metodining asosiy maqsadi turli fan sohalaridan bilimlarni singdirishni talab qiladigan amaliy masalalar yoki muammolarni hal qilish jarayonida talabalarga mustaqil ravishda bilim olish imkoniyatini berishdir.*

**Kalit so'zlar:** loyihaga asoslangan ta'lim, loyiha faoliyati, ko'nikma, bilim, texnologiya, o'quv platformasi, innovativ metod, kreativ ish.

**Introduction.** Special attention has been given on the fact that innovative approaches to teaching students should be systemic and cover all aspects of educational work in the preparation of future specialists. It is also necessary to revise the theoretical and practical approaches to the content of education, professional and pedagogical training of teachers, the development of new technologies and teaching methods. The basis of innovative educational technologies used in the educational process should be a social order, professional interests of future specialists, taking into account the individual, personal characteristics of students [1].

Therefore, when training specialists in higher education, the use of innovative forms and methods must be correctly combined with a pragmatic understanding of the goals and objectives of education and training. In modern psychological and pedagogical literature, it is noted that innovative methods are reflected in many teaching technologies that are aimed at developing and improving the educational process and preparing specialists for professional activities in various spheres of modern society [2].

**Object of research.** On the research we will investigate one of the innovative technologies used in the modern educational process - project-based learning. The project method is a set of techniques and actions of students in their specific sequence to achieve the set task - solving a specific problem that is significant for students and designed in the form of a certain final product.

**Methods of research.** In the work we have used form of research as descriptive and qualitative research methods that incorporates surveys as well as different varieties of fact-finding investigations. This form of research is focused on describing the prevailing state of affairs as they are. In the research work we will discuss the implementation of project-based learning on higher educational institutions, collecting essential language acquisition experiments on the theme.

Currently, an intensive search and implementation of new forms and methods of teaching students is underway. In this regard, one of the main tasks that a modern teacher should set for himself are the following: conducting training in an interactive mode; increasing students' interest in the discipline being studied; bringing the educational process closer to the practice of everyday life, namely: the formation of communication skills, adaptation to rapidly changing living conditions, socialization, increasing psychological stress resistance, teaching conflict resolution skills, etc.

On the basis of new information technologies and teaching methods, it became possible to change the role of the teacher, to make him not only a carrier, but also a leader, an initiator of the student's independent creative work. In modern conditions of development of the market of educational services and the requirements of the era of information technology, teaching should combine directive and modern, innovative, interactive learning models developed by practice.

Interactive learning methods are methods in which the activity of the student is productive, creative, exploratory in nature [3]. These include educational games (role-playing games, business game, game storytelling), project learning, case-study method or analysis of specific learning situations, problem solving, brainstorming and etc. Permanent development of computer technologies is changing pedagogical technologies and methods. Based on this phenomenon conditions for increasing the motivation of the student are developed at the university to self-development and independent work, and hence to the expansion of their internal potential over the period of development of the future specialty.

One of the innovative technologies forthpitted in the modern education system is the technology of project-based learning. The project method is a set of techniques and actions of students in their specific sequence to achieve the set task - solving a specific problem that is significant for students and designed in the form of a certain final product.

The main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. When planning work, it is necessary to take into account certain requirements for the project:

- the presence of a socially significant task (problem);
- the implementation of the project begins with the planning of actions to resolve the problem, in particular, with the definition of the type of product and the form of presentation;
- each project necessarily requires the research work of students, a distinctive feature of the project activity is the search for information that will be processed, comprehended and presented by the project team members;
- The result of the work on the project is the product. In general terms, this is a tool that was developed by the project team members to solve the problem;
- the prepared product must be convincingly presented to the customer as the most acceptable means of solving the problem. Thus, the project requires the presentation of its product at the final stage.

When working on a project, the basic design principles must be observed: voluntariness, taking into account the age, psychological, creative abilities of students, taking into account regional specifics, integration of educational and extracurricular activities, consistency. Working on projects at the end of the module is what all students do. Project-based learning also revolves around projects, but it allows students to solve real problems and come up with new solutions over a longer period of time. It makes classes more fun and engaging while students explore new content and develop skills like research, working on their own and



with others, critical thinking, etc. In this active learning method, you are the guide and your students take responsibility for their own learning. [4]

Project-based learning helps create conditions for development creative abilities and personality traits of the student, which he needs, regardless of the future specific profession. Advantages of implementing project-based learning [5]:

- obtaining a material product;
- the acquisition by students of the skill of working in a team;
- creation of teams of trained specialists for the employer, who logically continue to implement the concept of the project (developed at the University) as an employee of a large enterprises;
- acquisition of numerous business connections and experience of communication with partners of the university (acting as customers of projects).

Using the project method brings the preparation process closer specialists to real professional activities, removes the problem limited study time, provides opportunities for mutual learning students and their development of the course program at an individual pace, and in the case of thoughtful organization of work on the project, the presence of its permanent control and objective evaluation by independent experts of the final project product significantly stimulates the learning motivation of students and contributes to the growth of their professional competence.

Two main models of the design method developed in the 19th century are still in use today. According to the old model, students first acquire, in the process of learning, skills and knowledge, which they then apply independently and creatively in a practical project. According to the second model, the project moves from the end of the block to the center of learning. Here, the course of study is not preceded by a project, but integrated into it. The works of scientists emphasize that the project methodology allows you to seamlessly integrate the knowledge of students from different areas when solving one problem, makes it possible to apply the knowledge gained in practice, takes into account the interests, inclinations, needs of students, has a positive effect on the motivational sphere, contributes to the development of cognitive needs and creative potential student.

The interdisciplinary nature of project-based learning helps students make connections between different subjects. Project-based learning reflects the real situations students face after graduation and can provide stronger and more relevant training for employment. The student not only acquires important knowledge and skills, but also learns how to investigate complex issues, solve problems, develop plans, manage time, organize their work, cooperate with other people, and persevere through difficulties.

As you know, the project is literally "thrown forward", i.e. a prototype, a prototype of some object or type of activity [6]. A real project in university education should become a tool for learning not only some methodology or field of knowledge, but also the surrounding world as a whole, as a place of application of these studied things, and should also contribute to the development of the student himself. You can read as many books as you want, memorize formulas and formulations, but only a public presentation and discussion disciplines the mind and speech, develops logic, identifies the main things. The project should give an opportunity to practice in public talk, in oral communication, to learn how to formulate your thoughts correctly, which is necessary for a person with a higher education. The main advantages of project training, which were emphasized when developing a project for future managers:

- constant interaction of the project participants. This is easily done, monitored and controlled via chats or forums;
- high level of collectivism. The mandatory participation of each student is predetermined and verified both at the planning stage and during the implementation of the project;
- the project management level is based on the proposals of the participants, with mandatory visualization.
- modern visual representation of project results in the form of presentations, videos and forms of their further promotion.

It was a prerequisite that the self-presentation was worked out in detail: the appearance is in harmony with the verbal message, the accompanying information is clear and carries some meaning. And then it is very interesting to observe how this information is extracted by listeners at the presentation of the project: emotionally or rationally, unconsciously or consciously, critically or uncritically, as a modification of the experience passed or as a new experience, etc. Modern students see the smallest visual messages. For example, a brand written on a T-shirt shows the author's preferences in the promotion strategy product. For the authors presenting the project, it is also very interesting to understand the motives of the listeners. Why

does a person (group, community) extract this information, and why does he (they) need it (motivation, strategy, etc.)

The project activity is free from strict university requirements for participants and allows groups of young researchers to study problems using any available tools, means and knowledge. For example, a cultural scientist can study the effects of informatization and the impact of gadgets on public opinion by teaming up with developers, biologists, psycho-linguists, physicists, lawyers, and copyright specialists. Students, regardless of the subject of the projects, receive competencies that cannot be taught according to the instructions (textbook). These are mainly the skills of delegation of authority and collaboration, negotiation and decision-making skills. "Networking", or teamwork, according to many scientists and business representatives, is a defining competence in the career trajectory of a modern specialist. All participants in the educational process can show their creative abilities in projects, experiment with interdisciplinary approaches to solving certain problems.

The implementation of project-based learning is a complex task and requires elaboration of the issue due to the low level or lack of necessary material and technical base, which would allow to combine the theoretical training with practical skills. Another reason for the difficulty of implementation project-based learning may be an insufficient level of informatization, formalization of the educational process, disciplinary features of different institutes, personnel issues, a sharp reduction in the volume of teaching hours for practical exercises in connection with the transition to two-level training, lack of productive mechanisms for the employment of graduates. In consequence, teacher should exploit the given method on lessons reducing time limit of creative works, on the contrary managing practical and theoretical tasks on balance.

**Results of research.** Thus, analyzing the above, we can draw the following results:

1. Modern Uzbek universities, when implementing project-based training, are focused on: improving the level of professionalism of university graduates; obtaining and developing additional professional competencies acquired in the process of practical work on a project, as well as creating startups within the walls of universities that are capable of independent life in the market in the future.

2. All categories of students fall under project training, the scale and coverage exceeds 70% of students by 2018, which means that in 4 years' universities have been able to successfully implement project training in educational programs.

3. Full-fledged mastering of project training will require raising the level and replenishing the necessary material and technical base, with the help of which theoretical training can be supplemented with practical skills.

**Conclusion.** Project-based learning helps to form the so-called design style of thinking, which combines the theoretical and practical components of human activity into a single system, allows you to discover, develop, realize the creative potential of the individual. The ability to use the project method is an indicator of the teacher's high qualification, his progressive teaching methods. It is not without reason that this method is referred to as a technology of the 21st century, which, first of all, provides for the ability to adapt to the rapidly changing living conditions of a person in a post-industrial society.

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