

## The Main Specific Purpose And Efficiency Of Teaching On The Basis Of The Project Method

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**Abstract:** This article describes the main purpose and effectiveness of project-based learning, the formation of self and capacity in the learning process based on the project method, the development of research skills, the project method in teaching practice and the training project given.

**Keywords:** project, project method, education, problem situation, analysis, problem understanding, project assignment

Project-based training solves certain tasks of education: to help each participant of project-based training to grow personal confidence, self-realization and reflection. By feeling the "achievement situation" in the lesson (or outside of the lesson) not in words, but in practice, the student learns that he is needed, lucky and has the ability to overcome various problematic situations.

The student feels himself and his capabilities in the process of studying based on the project method. While working together in a team, he realizes his contribution, and in the process of completing the project task, he acquires new knowledge and skills, during the implementation of the project, students develop an understanding of the importance of working as a team to achieve results. Student's cooperative activity in the process of performing creative tasks, inspiring the development of communicative qualities in them, own approach to solving problems, the ability to have a small point of view and at the same time to be able to listen to others, sometimes Develops the ability to listen to others who are completely opposite to his opinion. The method of projects plays an important role in the development of students' ability to observe and think.

It is aimed to develop the following skills in the student through the method of projects:

Development of research skills;

- analyzing the problematic situation, understanding the problems, extracting the necessary information from sources and literature and using them;
- organizing observation of practical situations, defining and analyzing their results;
- building hypotheses, carrying out their verification, summarizing, drawing conclusions.

The specified goals individually organize the breadth of education and affect the qualities of a person. The student has a process of personal growth for change. It forms the ability to realize the concept of the word "I", to learn and explore the world, and to master the means of thinking.

When the project method is used in the teaching practice, the student develops various abilities, while in the traditional teaching, "knowledge" is given. In traditional education, the descriptive-explanatory method of teaching is the priority in imparting knowledge to the student. The educational process is fully controlled by this method, students are monitored, and the subject is asked in a reproductive form. The main goal of this approach is the formation of knowledge, skills, qualifications, and the reimagining of the leading view of the activity. The project method is focused on the person being trained. One of the indicators of personality development is students' mastery of observation skills (synthesis, comparison, generalization, categorization, induction, deduction, abstraction, etc.). The most important thing is that the student needs to develop his personality, to change himself, to develop the emotional and image sphere, and to acquire the skills of emotional value relationships. Project-based teaching in this way is an effective alternative to the classroom-lesson system. But it cannot completely replace the traditional norm. Because the world education system has accumulated a golden reserve of pedagogical methods, approaches, and technologies for a hundred years. According to experts, the project method is used as an addition to other forms of education, and it turns out to be an acceleration of personal growth.

From the point of view of the educational project or research teacher, this is an integrative didactic tool of development, teaching and upbringing. It allows the emergence and development of unique

learning and skills of design and research in the student. A learning project or research will teach students exactly the following:

- - Problematization (examining the breadth of problems and separating the problems under the problems, setting the leading problems and tasks arising from these problems.
- - Forming and planning meaningful activity of the student;
- - Analysis and reflection of one's own activity (result of solving the problems of the project and its success);

Show the results of one's activity and the progress of the work;

The project should be scientifically understood, summarized, categorized and the scope of its effective application should be defined. The strong development of innovations in pedagogy makes it possible to widely use the design method, and it becomes necessary with the classification of educational projects, their methodical execution, the introduction of educational projects into the educational system, and the formation of new courses. Educational projects occupy a leading place in education at the school. Different fields of knowledge are involved for such purposes of knowledge. Projects are categorized by different levels. For example, according to the subject areas, according to the volume of activity, according to the implementation, the number of performers, according to the importance of the results. Depending on the type of projects, all of them will have a unique authorship, which will be unique. All projects are aimed at achieving some goal. At the same time, there will be temporary restrictions. Educational projects are different. Projects ranging from one lesson to one year. There will be individual, group and school-wide projects for different ages.

The success of education and upbringing of students depends on the extent to which the pedagogue has mastered the project activity, because this activity develops the ability to improve technological solutions depending on the situation, to produce new educational approaches and methods.

According to V.S. Bezrukova, the design method "consists in firstly developing the main parts of the future activities of learners and pedagogues". The main part of any design object, whether it is a pedagogical system, a pedagogical process, or a pedagogical situation, is the activity of its participants. Therefore, first of all, the activities of the teacher and the learner are designed. Designing is the task of any pedagogue (along with organization, knowledge and ability to deal), it makes it possible to technologize the educational process at school. The author also emphasizes the interrelationship between the project activity of the pedagogue and the pedagogical technology: "pedagogical technology is developed during the design process and through it, which ensures the development of the participants of the pedagogical process." We agree that technology is a product of design.

The design method includes:

problem analysis;

goal setting;

choosing a means to achieve it;

searching and processing information, analyzing and summarizing it; evaluating the obtained results and making conclusions;

Subject activity consists of three parts: subject, active and communicative. The design method is one of the developmental educational methods, aimed at forming independent research skills (setting a problem, collecting and processing information, conducting experiments, analyzing the obtained results), leads to the development of creative abilities and logical thinking, combines the knowledge gained in the educational process, and makes it practical. helps to understand the essence of important problems.

The goal of the design method is to understand and apply the knowledge, skills and abilities embodied by the students during the study of various academic subjects.

The observed goal of the teacher's design activity:

- teaching planning (the teacher can determine the goal, express the main stages of achieving the goal during the work);

- formation of the ability to collect and process information materials (the pedagogue must be able to select the necessary information and use it correctly);

- ability to analyze (creative and critical thinking);

the ability to make a written report (to be able to make a work plan, to clearly present information, to formalize comments, to have an understanding of necessary literature (bibliography));

- formation of a positive attitude to work (the pedagogue must take the initiative, try to complete the work on time according to the established work plan and procedure).

According to G. E. Muraveva, the level of formation of the skills of predicting, planning, organizing and modeling determines that the pedagogue has mastered the design activity at a high level. We will consider these concepts and their content separately. The object of our research is the design method, which is closely related to the activity of forecasting, so forecasting (forecasting) will be considered in more detail. The original concept: "to predict - to foresee the outcome of any event in the future, to predict".

Didactic forecasting - predicting the development of didactic events - is understood as the process of scientifically predicting the development of didactic events. A prediction, unlike a project, has an immutable content. Based on predictive models, recommendations are developed to accelerate the educational process.

Didactic forecasting also appears as a basis for planning the teaching activities of the pedagogue. The simple methodology of forecasting includes the following main stages of research: "pre-forecasting goal (determining the object, subject, problem, goals, tasks, lead time, working hypotheses, methods, research structure and organization);

forecasting environment (collection of information on non-specialized, neighboring branches of forecasting, affecting the development of the facility); initial model, i.e. collection of indicators, size system data that illuminate the character and structure of the object;

search prediction (the future project of the initial model, in which the future problems that need to be solved according to the observed conditions are identified, taking into account the factors of the forecasting environment); normative (preliminary draft of the future model in accordance with the specified goals and norms according to the given indicators);

assessing reliability and identifying predictive models, usually by asking unbiased experts;

preparation of recommendations for compact solutions based on comparison of predictive models".

Forecasting is the process of obtaining previous information about an object, cases and methods based on a scientific basis B.S. Gershunsky. Prediction assumes that a situation or process exists or that conditions exist for its occurrence. And the design process consists of preparing a project of a future, that is, an object that does not yet exist. Design includes a prediction component or relies on an existing prediction. The second concept is planning.

Planning is a comparison of a plan or a project of something, and a plan is "an intention, a project, a task that requires the implementation of a number of pre-planned actions, activities for the realization of a common goal." Planning and design are often used as synonyms. From the point of view of the plan and the purpose of drafting, there is really no difference. Both the plan and the project illuminate the future concrete reality and are structured to implement it. But, in our opinion, designing has a broader concept than planning. Planning is a specific action related to determining their order, that is, it consists of activities that are a variable organizer of the future. In designing, future things or processes are based and described based on principles, and the method of its implementation is shown. The plan reflects the system of actions for the implementation of the plans. Planning occupies a large place in the professional activity of a teacher. In the process of planning, the pedagogue pays close attention to the activity in front of him, revises its content pedagogically. He looks for effective, more productive forms and methods of organizing it. He determines its composition, determines the connection between some of its parts, interconnections between some parts, looks for relatively productive forms and methods of their integration and interaction, etc., that is, forms a productive, productive system of work. I.P. Rachenko distinguishes several aspects of planning review. Pedagogical activity planning from a social point of view is the design of a whole approach to the development of the individual and the community. The economic side of planning is to ensure the effectiveness of the activity result. From a psychological point of view, a plan is a genealogical process that determines the legal sequence of actions in the brain. According to the author, planning is planning work. A plan is a specific system of work, and the design of such systems should form the basis of planning. In this case, the design of systems consists in the search for an intensive, effective psychological-pedagogical solution to educational issues. I.P. Rachenko includes the following in the planning of pedagogical activity: a) evaluation of the pedagogical situation in terms of the main goal facing the pedagogue; b) to be able to reasonably predict, foresee the progress

and results of the work, determine its goals and tasks accordingly; c) developing a program of necessary measures, sequence of actions, choosing the most efficient methods, methods and equipment for their implementation; g) calculate the time of the work, determine its beginning and end; e) determining the forms and methods of accounting and control. I.P. Rachenko explained the planning process in his next works as follows. a) formation of goals and objectives; b) development of a program of sequential actions; c) control the time calculation of the activity process and results. However, there are conflicting opinions about these processes in the pedagogical literature. For example, V. I. Zagvyazinsky distinguishes the following periods in any person, including pedagogical activities: - the initial situation achieved, the analysis of initial situations; - determination of diagnostic directions; - predicting and foretelling; - goal orientation, which includes determining the goal and main tasks; - planning including specific issues and the main stages of their solution. In this sense, designing comes after planning and consists of clarifying the plan. In our opinion, this view is more accurate than I.P. Rachenko's thoughts, because a person should have a program or a project of the future educational process to plan his activities. Pedagogical activity planning methods prepared by P.E. Reshetnikov are interesting: programmatic-targeted, complex-operational, systematic-technological. In the programmatic planning, the final and intermediate goals of the activity are designed and described, the work program serves as the form of the plan, the final document. In collective business planning, the following are designed: a) the most important issues are directed to their solution; b) activities in certain areas of work that have a complex form; c) execution terms; g) responsible for execution; d) control forms and executors; e) sequence of study of course topics; j) the main stages of the lesson, its equipment, tasks given to students. Plan form: a clear plan of an event, lesson, etc. The following are designed in systematic and technological planning: a) the leading ideas of the educational activity or development of the educational institution and experiments; b) curriculum; c) production of educational and professional issues that ensure mastering of professional experience by students; g) order of the educational process; d) programs on educational subjects; e) the technology of studying any individual educational course; j) technology of conducting any individual course; z) the system of performance criteria and indicators and the technology of diagnosing the specialist's professional development; i) technology of conducting intermediate and final controls; k) work on material, financial, personnel provision; l) the form of work on preparing the pedagogical team to solve educational issues in the process of development; educational programs of the institution. The third concept is modeling. This is "a method of researching objects of knowledge in their models; to define or improve the descriptions of concrete existing objects, events and objects to be constructed, to facilitate their creation methods, to create and study for management, etc." A model is a simile (drawing, structure, system of symbols) of a natural or social entity, a product of human culture, ideological and theoretical education, a certain form. This analogy is original and serves to preserve and expand knowledge (information) about its properties and 80 structure, its modification or management. A model is a "representative", "substitute" in knowing and managing the original. Under certain conditions, the results of the preparation and research of the copy are transferred to the original copy. As an explanatory, predictive, discovery tool, the model always plays a cognitive role.

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