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Abstract: The article discusses the use of the project method as a component of the education system. About the applications of various types of projects that allow solving different tasks in teaching and educating students. About project activities in Russian language lessons, which makes it possible to: - develop and improve students' communicative competencies.

Keywords: interactive learning, individuality, resource, creativity, pedagogical technologies, educational resources, electronic textbooks, simulators, interactive collections, dictionaries, computer programs.

Recently, the concept of "interactive learning" (from English) has increasingly been included in the educational methodology of teaching the Russian language (and not only). The words interaction – interaction), that is, learning based on the interaction of the teacher and students, in which the most active role is assigned to the student, his experience serves as the main source of knowledge. The teacher does not consider himself the only carrier of information and organizes the educational process in such a way as to encourage students to search for knowledge, he teaches them to acquire knowledge on their own, creates an educational environment for learning experience. It is easy to see that interactive learning has a lot in common with the pedagogy of cooperation, with problem-based learning.

Interactive learning absorbs and uses proven traditional and modern information technology-related methods and techniques for organizing active cognitive activity of students by the teacher in accordance with their age. This is an open system of interaction with the student, which is built by the teacher, given that the distinctive feature of interactive learning is the predominant participation in the educational process of the student, whose knowledge is based on his experience.

The project method, which is considered as one of the innovative approaches in modern education, has recently gained great popularity. A project in training is a specially designed detailed development of a problem, providing for the search for conditions and ways to achieve a real practical result; it is the independent development of developed skills, the application of knowledge gained in Russian language classes, but at a new, productive, search level.

By definition, a "project" is a set of certain actions, documents, preliminary texts, an idea for creating a real object, an object, creating a different kind of theoretical product. It's always a creative activity.

Project activity is a pedagogical technology focused on the application and acquisition of new knowledge through self-education. The method gives scope for creative initiative of students and the teacher, implies their friendly cooperation, which creates a positive motivation for the student to learn the language. "I know why I need what I'm learning. I know where and how to apply this knowledge." These words may well serve as a motto for project participants.

The project is valuable because in the course of its implementation, students are engaged in independently acquiring knowledge, gaining experience in cognitive and educational activities. If a

student receives research skills in the university of orientation in the flow of information, learns to analyze it, generalize, see a trend, compare facts, draw conclusions and conclusions, then, due to a higher educational level, it will be easier for him to adapt in later life, orient himself correctly in any situation, and live a creative life. The need for technology is an objective requirement.

This means that education should provide not only the knowledge that an adult will need in the future, but also knowledge, skills and abilities that can already help a student solve his pressing life problems.

The project is literally "something abandoned, put forward." Recently, this word has become firmly embedded in our lives, and is most often associated with bold and original undertakings in the field of intellectual or practical human activity, symbolizing the novelty and non-standard approach to solving problems. The most important feature of the project method, reflecting its essence, is the independent activity of students. They are active participants in the learning process, not passive statisticians.

The main goal of pedagogical activity is to create such a methodological system that, by means of the Russian language, will contribute to the education, upbringing and development of a person's speech.

The purpose of my activity is to improve the quality of learning through the use of modern pedagogical technologies, including design ones.

To achieve the goal, the following tasks are set:

Educational – to develop students' language reflection. To think over the work with students so that they think about how we speak, why we speak like that, and how to use this knowledge in the future. While working on their topic, students learn to collect language material, analyze it, draw conclusions, read special literature, master terminology, etc., that is, to join the culture of research and deepen their knowledge in linguistics, as well as in other fields of humanities.

Educational – to foster tolerance for the opinions of others, an attentive, friendly attitude to the judgments of other participants, to bear personal responsibility for the performance of collective work, etc.

Developing – to develop the ability to work independently with special additional literature, broaden horizons, increase erudition, develop interest in various sources of knowledge, develop research skills (skills of identifying problems, collecting information, observing, conducting experiments, analyzing, building hypotheses, generalizing), develop systemic thinking, creative abilities of students, the ability to present your work to others, etc.

Basic requirements for the use of project activities:

1. The presence of a socially significant problem or task – research, informational, practical.
2. Planning actions to solve the problem.
3. The activity should be based on the independent (individual, paired, group) work of students.
4. The use of research methods.
5. The completed work should demonstrate the depth of knowledge of the author(s) of the chosen field of research.
6. The work must meet the established formal criteria, must demonstrate the presence of theoretical (practical) achievements of the author(s).

1. **Research projects** are completely subordinated to the logic, albeit small, but research, and have a structure that approximates or completely coincides with genuine scientific research.

The structure of research projects:

- argumentation of the relevance of the topic adopted for research,
- definition of the research problem, its subject and object,
- designation of research tasks in the sequence of accepted logic,

- definition of research methods (laboratory experiment, modeling, sociological survey, etc.), sources of information,
- hypotheses for solving the designated problem, determining ways to solve it,
- discussion of the results obtained, drawing conclusions, designating the results of the study, identifying new problems for the further course of the study.

The following studies can be attributed to this type of work: "Uzbekistan and the world community", "There is no present without the past".

2. **Creative projects** involve the most free and unconventional approach to the design of the results. These can be presentations, theatrical performances of works of art, videos, etc. Such projects, as a rule, do not have a detailed structure of joint activities of the participants.

3. **Information projects.** This type of project is initially aimed at collecting information about an object, phenomenon, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience. Such projects, as well as research ones, require a well-thought-out structure, the possibility of systematic correction in the course of work on the project.

The structure of the information project can be indicated as follows:

- the purpose of the project,
- the subject of information search,
- sources of information (mass media, interviews, questionnaires, brainstorming),
- methods of information processing (analysis, generalization, comparison with known facts, reasoned conclusions),
- results of information search (article, abstract, abstract, report, video, etc.),
- presentation.

Such projects include Phraseological units, "Russian writers A.S.Pushkin, M.Y.Lermontov, etc.", "Speech portrait of a student", "SMS as a new speech genre", "The language of entertainment programs".

4. **Practice-oriented projects** are distinguished by a clearly defined result of the activities of the project participants from the very beginning. Moreover, this result is necessarily focused on the social interests of the participants themselves and can be used in the life of the institute or group. Russian Russian, for example, the result of the development of the topic "The causes of the appearance of neologisms (or foreign words) in the Russian language" may be a selection of materials "Neologisms of the twenty-first century" or "Foreign words in modern Russian".

Russian language projects are also classified by duration.

- Mini-projects fit into one lesson. Their development is most productive in speech development classes.
- Short-term Russian language projects take 4-6 classes.

When studying grammatical materials, there is no way to do without a project. First, the students completed short-term projects on the topic "Formation of words, phrases and sentences", "Spelling of words". And they summarized their knowledge in the lesson on the topic "The role of words and phrases in a lexical text." Similar projects are being carried out on other topics.

I want to focus on the reflection stage in more detail. In order to make students think about the results of their activities, including speech, it is necessary to improve their reflexive skills, which include:

- 1) the ability to evaluate one's own actions by comparing them with the activities of other classmates;
- 2) the ability to evaluate one's own actions by comparing them with one's own activities in the past;
- 3) the ability to evaluate one's own actions in accordance with established norms;
- 4) the ability to evaluate the actions of classmates in accordance with established norms;

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- 5) the ability to exercise self-control taking into account the task;
- 6) the ability to identify the problems of their own activities;
- 7) the ability to identify the causes of problems in the implementation of activities;
- 8) the ability to make the necessary changes to the content and scope of the task, the sequence and time of its execution.

In the specialized literature, two options for evaluating activities are considered:

- "ranking of works" - deduction of the arithmetic mean score from marks for cognitive value, originality of the collected material, research skills, structure and logic of the work, language and style of presentation;
- "division into nominations" - for the most original idea, for the best experiment, for high observation, etc..

It seems to us legitimate to combine both methods of assessment. On the one hand, a step-by-step scheme for evaluating activities throughout the project is needed, on the other hand, each project must earn approval and support.

In our opinion, it is absolutely impossible to analyze all the stages of work in detail in each project. Having planned the project system, the teacher should determine the main stages for himself. Experience shows that it is necessary to start with the reflection of the project presentation, as this is the most spectacular, vivid and interesting stage of work for students. In addition, the presentation is in many ways similar to a speech, and this genre is in demand in many classes and is constantly used in the educational process.

When preparing the first presentation, you can discuss with students what is necessary for an adequate assessment of the performance of the project participants, that is, you can invite students to develop criteria for evaluating the performance of their comrades. Initially, there will be few of them: "interesting – uninteresting", "clearly spoken – unclear", "poorly performed – good", "liked – disliked", which is clearly not enough. Therefore, it is necessary to explain to students that any analysis involves not only criticism, but also pointing out the strengths of the performance and ways to solve problems. After thinking about it, the students will put forward a few more provisions. By combining them together, we will receive a performance evaluation memo. This way, students retain the feeling of a self-developed memo, so the work on evaluating the performance will become personally significant for each student. Of course, sometimes the teacher has to supplement the criteria or change the wording.

The memo is a series of questions that need to be answered.

The memo.

How to evaluate the performance.

A. Analysis of the author's non-verbal behavior.

1. Was the venue chosen well?
2. Did the speaker move correctly?
3. Were facial expressions and gestures appropriate?
4. Did the speaker look at his listeners?
5. Did the appearance of the speaker correspond to the situation and the task of communication?

B. Analysis of the sound of speech.

1. Was the pace of speech optimal?
2. Did the speaker speak loudly enough?
3. Was the diction clear?
4. Did the author use logical accents?

C. Speech language analysis

1. Did the speaker observe the norms of the Russian language?
2. Were parasitic words present in the speech?

3. Did the speaker use jargon and dialectisms?

4. Were there unjustified repetitions?

D. Analysis of the content of the speech.

1. Was the information new and interesting?

2. Is the main idea of the presentation clear?

3. Were there any violations of logic and sequence of presentation?

4. Were there enough facts?

5. Were the arguments convincing?

6. How original was the information provided?

7. Was the participation of the listeners thought out?

E. General conclusion.

Constant reference to the memo allows students to improve their reflexive skills. Realizing the difficulty of preparing for utterance and the complexity of the verbal realization of the idea, children become much more friendly in evaluating their comrades and, on the contrary, stricter to their performances.

Evaluating their own presentation or the presentation of their friends, students analyze information, intellectual, speech, logical and organizational skills. Thus, the work on improving reflexive skills allows the teacher to form the entire complex of general educational skills.

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