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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ORGANIZATION OF THE PROCESS OF TEACHING A FOREIGN
LANGUAGE USING PROJECT TECHNOLOGY****Abdumajit M. Mamadaliev***PhD, Associate Professor**Tashkent State Pedagogical University named after Nizami**Tashkent, Uzbekistan**E-mail: mamadaliev@gmail.com*

ABOUT ARTICLE

Key words: knowledge, technologies, foreign languages, competitiveness, intellectual and professional growth, motivation, relevance.

Abstract: The article is devoted to the issues of using project technologies in teaching foreign languages. It analyzes types of projects and ways of integrating them into research projects.

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INTRODUCTION

International economic and cultural cooperation is the main way of human development in the 21st century. The Bologna process marked the beginning of the creation of a single educational space in Europe. Modern education, which meets the highest European and world standards of education, implies not only high-quality professional knowledge, but also knowledge of several foreign languages. This largely determines the increase in the competitiveness of specialists in the labor market, their personal, intellectual and professional growth. All this requires the search for new effective ways of teaching foreign languages in non-linguistic universities.

The process of updating education in Uzbekistan in the field of teaching foreign languages creates conditions in which teachers are given the right and opportunity to independently choose technologies and teaching methods, which significantly increases the potential of foreign languages. Particular attention is drawn to innovative learning technologies, which include project-based learning technologies. A certain experience in the organization of project activities has already been accumulated. For the first time, project-based learning technologies appeared in US schools at the end of the 19th century, becoming widespread at the beginning of the 20th century. The basis of the method was the pedagogical concept of J. Dewey. His views were that all the activities of students

should be guided by the formation of their thinking, and the learning process should be based on their needs, interests and abilities.

THE MAIN PART

The project method has found wide application in many countries of the world, because it helps to optimize the process of teaching a foreign language, increase and maintain motivation, create conditions that would determine the possibility of solving situations based not on the reproduction of speech patterns, but on the possibility of generating students' foreign language speech. during the training of project participants. The project method implements the indicated problem. When applying the project method, the horizons of students expand, their orientation to their chosen profession, their cognitive activity is activated, and an incentive for creative activity appears. This is largely facilitated by a careful selection of material, the relevance of which is determined by the degree of its compliance with the issues raised, the availability of perception by students.

However, before starting work on the project, it is necessary to find out the level of students' education, their sociability, initiative, interests, performance. At the same time, the educational environment is also important - the availability of material and information tools used in the educational process, which allow the formation of knowledge, skills and abilities of students, and also allow you to highlight some models of their activities: adjusting their behavior, designing social situations, the ability to defend their point vision [4].

The project method allows you to turn foreign language lessons into a discussion, research club, in which really interesting, practically significant problems are solved, taking into account the peculiarities of the culture of the country of the language being studied and, if possible, on the basis of intercultural interaction.

A problem lies at the heart of the design technology. To solve it, students need not only knowledge of the language, but also the possession of a large amount of various knowledge necessary to solve the problem. In addition, they must possess certain intellectual, creative and communication skills. These include the ability to work with information, analyze what is read, highlight the main idea, make generalizations, conclusions [2].

According to the classification of projects proposed by E.S. Polat, M.Yu. Bukharkina and others, the following types of projects can be distinguished:

1. According to the method that dominates the project:

- research - they are completely subordinate to the logic of a small study and have a structure close to a truly scientific study or completely coinciding with it;

- creative - they, as a rule, do not have a detailed structure of the joint activities of the participants. It is only being planned and further developed, obeying the logic of joint activities adopted by the group, the interests of the project participants. In this case, it is necessary to agree on

the planned results and the form of their presentation (a joint newspaper, essay, video film, role-playing game, etc.);

- adventure, game - participants take on certain roles, due to the nature and content of the project, the peculiarity of the problem being solved. These can be literary characters or fictional characters that imitate social or business relationships, complicated by situations invented by the participants;

- informational - this type of project is originally aimed at collecting information about any object, phenomenon; familiarization of project participants with this information, its analysis and generalization of facts intended for a wide audience. Such projects, as well as research projects, require a well-thought-out structure, the possibility of systematic adjustments in the course of work on the project.

Such projects are often integrated into research projects and become their organic part, module.

2. By the nature of contacts:

– internal (regional);

- international.

3. By the number of participants:

- personal (individual);

- couples; - group.

4. By duration:

- short-term;

- average duration;

- long-term.

In foreign methodological literature, the following stages of work on projects are distinguished:

1. Determining the theme of the project.

2. Definition of the problem and purpose of the project.

3. Discussion of the project structure, drawing up an approximate work plan.

4. Presentation of the necessary language material and pre-communicative training.

5. Gathering information: turning to existing knowledge and life experience, working with information sources, creating your own information storage system.

6. Work in groups.

7. Regular meetings during which students discuss intermediate results, the teacher comments on the work done by students, corrects errors in the use of language units, and conducts a presentation and testing of new material.

8. Analysis of the collected information, coordination of actions of different groups.

9. Preparation of a project presentation - an exhibition, a video film, a radio program, a theatrical performance, a school holiday, etc.

10. Demonstration of the results of the project (the climax of the work on the project).

11. Project evaluation. This stage includes not only the control of the assimilation of language material and the development of speech and communicative competence, which can be carried out in the traditional form of a test, but also an overall assessment of the project, which concerns the content of the project, the topic, the final result, the participation of individual students in the organization of the project, work teachers, etc.

Considering the possibilities of integrating projects into the language learning process, three main approaches can be distinguished. The project can:

- be used as one of the forms of extracurricular work;
- serve as an alternative way of organizing a training course;
- be integrated into the traditional language teaching system.

Examples of a project used as a form of non-classroom work are creative evenings in a foreign language, competitions, etc. The project, as an alternative way of organizing the educational process, excludes the traditional principles of planning and organizing foreign language teaching. The result of the work done can be presented in the form of a brochure, collage, video. The project, integrated into the traditional educational process, involves the implementation of creative or research tasks within the framework of the topic or course being studied. The most typical is the use of mini-projects as one of the tasks of a classroom lesson or the final task of a textbook lesson [1].

An analysis of the theoretical foundations of the project method and the results of its application in practice shows that projects provide new opportunities for solving methodological problems. At the same time, for the successful use of this method, it is necessary to take into account the specifics of not only a particular academic discipline, but also the features of each type of project.

CONCLUSION

Conducting a training course or its fragment based on a project methodology requires a highly qualified teacher, since for each such project it is necessary to independently and very carefully select the necessary language material and develop an effective system of tasks and exercises. In addition, the inclusion of such projects in the educational process will require the solution of a number of organizational and psychological problems.

Projects included in traditional courses are the most organic way of integrating the project methodology into the educational process, since they allow using the material of the training course to organize the individual work of students. At the same time, it is important that projects not only be focused on external visual results, but also really implement the basic principles of the project method and organically solve educational and creative tasks.

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