THE IMPORTANCE AND FORMS OF ORGANIZATION OF PRIMARY EDUCATION TEACHERS' USE OF THE PROJECT METHOD IN THE FORMATION OF STUDENTS' LEARNING ACTIVITIES

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Abstract:
This article is intended for teachers of primary education and provides a broad overview of the use of the project method in teaching mother tongue and reading literacy.

Keywords: Project, Planning, Material collection, methods, Evaluation. Research result.

At the world level, today, for future specialists, the wide use of the achievements of civilization, the expansion of opportunities for the development of international cooperation and communication, and the organization of educational content based on international standards occupy an important place.

In our country, a lot of attention is paid to the in-depth teaching of primary education, and a number of reforms are being implemented in order to further improve the education system. In particular, in the Strategy of Actions for the further development of the Republic of Uzbekistan, such as "further improvement of the continuous education system, increasing the quality and efficiency of the activities of higher education institutions, educating young people who think independently, are loyal to the Motherland, and have a firm outlook on life" tasks are defined. In this regard, it is important to develop the professional competence of future elementary school teachers based on the motivations of their work, to develop a system of teaching them to use project technology in the educational process.

As a result of the provision of project technology in the educational process, productive activity between the student and the teacher takes place. As a result of this activity, the learner experiences a feeling of satisfaction from his work. Because in the process of working on the project, the learner learns to plan and organize his own activities and feels success.

Project technology appeared in the USA in the 20s of the 20th century, and it was considered one of the main aspects of humanitarian pedagogy. For the first time, it was applied to the educational process as a project method or problem method. The main ideas of this technology were developed by the American pedagogue scientist John Dewey. According to the scientists, the project technology should be applied to the educational process, taking into account the personal interests of the students, and should be aimed at targeting the activities of the educational subjects in the educational process. The didactic paradigm in the educational process should be a situational problem taken from real life, and the solution to this problem should be found independently using the achievements of science in a collective way or in small groups, and should serve to achieve a certain result. In this case, it is necessary that the problem and its solution consist of the design activity as a whole.

Teaching the use of project technology is aimed at students finding the knowledge they are acquiring, independently studying and analyzing it, and even drawing their own conclusions. In this process, the teacher creates the conditions for the development, formation, learning and upbringing of the individual and the team. Consequently, the fact that special attention is paid to the improvement of project technology in the educational process of educational institutions acquires special relevance and expands the possibility of widely introducing a systematic activity approach to the educational process.

In the teaching of mother tongue and reading literacy, this technology encourages the teacher to pre-design the technological chain, starting with the goals of the educational process, and ending with the creation of a diagnostic system and control of this process.

The use of any pedagogical technology in the educational process allows for the effective organization of classes, satisfying the desire of young people to express their attitudes to important life achievements and problems, giving them an opportunity to think, justify their own points of view, and the mother tongue and 'gives effective results in teaching winter literacy.

It is necessary to lay the foundation of knowledge about the use of project technology of the future elementary education teacher at the higher education institution, to scientifically form the motivation to strive for self-improvement as a pedagogue-researcher.

Russian scientist V.P. Bespalko stated that "... didactic technologies of a new nature used in education serve as a certain tool. This paradigm creates a new system of scientific and practical pedagogical activity. Based on it, the learner is prepared to create new material and spiritual wealth in the environment." Therefore, technology

serves as a factor that brings activity to a result. Any project in pedagogical activity is a base point of technology.

Projects are long-term independent studies of various topics by students, at the end of which they present their work.

Projects have certain stages. At all stages, the most important thing is to allow the student to be responsible for his own learning.

A topic or problem. It can be selected by the teacher and presented to the class on a selective basis, for example, through "brainstorming". If the issue or problem is of direct interest to the students, it will be a sentence. In order for students not to get "lost" in the process of studying the topic, the issue should be clearly stated.

In turn, you can suggest a particular method of working on the project or technical devices that students can use in their work. For example, a tape recorder.

Planning. When teachers and students will start working on the project, how long it will take, what resources will be used, where they will be obtained, whether students will work individually or in groups, on the same or different topics - they should solve. It is probably easier for students who do not have research experience to work in groups. At this stage, it is important to decide how the project will be completed.

Material collection, styles. Working on a project quickly inculcates various skills. For example, a research project related to a healthy lifestyle may include such processes as visits to polyclinics, interviews, literature studies, photography, statistical data collection, and material analysis. Technical skills and abilities to complete a creative project, such as working with a video camera; for the preparation of transparencies and posters - artistic skills may be needed. Projects that require all of the students' research, social, and creative skills are the best. At this stage, the teacher can answer the questions or give advice, but the students must answer on their own to complete their work.

Research result. It can be a report, a film, an exhibition, an audio cassette, a lecture, a picture, a poem. The completed work represents not only the result of students' research, but also different stages of their work on the project; it is appropriate for students to reflect what emotions they experienced in relation to the subject being studied. For example, students who ran an anti-alcohol poster campaign in their town could submit photos of themselves at work and write about how they chose and created the poster design.

The work can be presented to the class or to a wider audience. For example, a local newspaper may be interested in an environmental project in your district, or the municipal authorities may want to see the results of an environmental impact study.

Evaluation. As projects usually cover many subjects, it is likely that the work will have to be assessed by more than one teacher. The various skills and abilities used in the project should also be evaluated, and such evaluation should not be done only on the basis of academic knowledge.

Scopes of use. In any academic subject, after the tasks are adapted to a certain educational topic and a certain age group of students.

Advantages:

□ Helps students to see the connection between individual subjects, school activities and the outside world.

□ Teaches students to self-organize to carry out an activity, plan their time and work according to a schedule.

□ Allows students to manage the learning process under the guidance of the teacher.

□ It provides an opportunity for students to collaborate with each other and with different people outside of school.

□ Teaches students to articulate and defend their research findings and opinions in public, an important skill in promoting student rights.

In addition to the fact that the advantages of using project technology in the educational process are evaluated by experts as one of the effective technologies, clear views have been formed about it, and definitions have been given that "joint education is not only easy and interesting, but also somewhat effective." should also be noted.

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