

FROM THE HISTORY OF THE EMERGENCE AND DEVELOPMENT OF THE PROJECT-BASED LEARNING METHOD

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Abstract: This study examines the history of the emergence and development of the project-based learning method. Its use in Russian language and literature lessons enables the development of new forms of student organization and significantly improves the quality of student learning. In these lessons, we teach children to think independently, identify and solve problems, draw on knowledge from various fields, and develop their ability to establish cause-and-effect relationships.

Keywords: competence, personal activity, student experience, self-improvement, develops, motivates students, demonstrates independence

The project method emerged in the 1920s in the United States. It was also called the problem-based method. It was associated with ideas developed by the American philosopher and educator John Dewey and his student W.H. Kilpatrick. John Dewey proposed building learning on an active basis, through the student's purposeful activity, tailored to their personal interest in this knowledge. Therefore, it was crucial to demonstrate to children their personal interest in the knowledge they were acquiring, which could and should be useful to them in life. But for what purpose and when? The key here is a problem taken from real life, familiar and meaningful to the student.

The essence of the method is to stimulate students' interest in specific problems that require mastery of a certain amount of knowledge, and through project-based activities to demonstrate the practical application of this knowledge. In other words, from theory to practice.

The project-based method attracted the attention of Russian educators as early as the early 20th century. The idea of project-based learning emerged in Russia almost simultaneously with the developments of American educators. Under the leadership of the Russian educator S. T. Shatsky, a small group of staff members was organized in 1905 to actively implement project-based methods in teaching. Indeed, elements of this method have been and are still used by many educators today. Publishing wall newspapers, bulletins, preparing reports and essays on various topics, and other types of collective or individual student activities are, in essence, also project-based activities.

Currently, the project-based method as a pedagogical technology is successfully implemented in the study of various disciplines, in extracurricular and club activities at all levels of education; it is reflected in the research of many educators (A.I.Bondarenko, E.N.Zemlyanskaya, N.V.Ivanova, N.V.Matyash, V.D.Simonenko, and others).

So what is a project? "Project"³ - (from the Latin projectus, "thrown forward")

- 1) a collection of documents (calculations, drawings, etc.) for the creation of a structure or product.
- 2) the preliminary text of a document.
- 3) a concept, plan.

The project method is a way to achieve a didactic goal through the detailed development of a problem (technology), which should culminate in a very real, tangible practical result, formalized in one way or another⁴; it is a set of techniques and student actions in a specific sequence to achieve a set objective-solving a problem that is personally significant to the students and formalized as a certain end product.

A project in education is a specially designed, detailed development of a specific problem, providing for the search for conditions and methods for achieving a real practical result; it is the independent development of acquired skills, the application of knowledge acquired in Russian language lessons, but on a new, productive, exploratory level.

Goals and Objectives of Project-Based Activities

The goal of project-based activities in Russian language and literature lessons is to develop students' ability to use information technology to develop tools and materials that enhance the effectiveness and efficiency of the educational process.

Project-Based Activities Objectives:

- to develop students' intellectual knowledge, skills, and abilities that foster creativity, initiative, and independence;
- to enhance students' self-esteem through the achievement of goals and results.

Characteristic Features of the Project-Based Learning Method

Most authors defining a project identify a number of characteristic features of this teaching method.

First and foremost, there is a problem to be solved during the project. Moreover, the problem must be personally meaningful to the project author and motivate them to search for a solution.

A project must have a clear, achievable goal. In the most general sense, the goal of a project is always to solve the initial problem, but in each specific case, this solution has its own unique embodiment.

This embodiment is the project product, which is created by the author during their work and also becomes the means to solve the project problem.

Thus, identifying the initial problem, formulating the goal, and creating a conceptual image of the project product are the first characteristic features of a project.

Another distinctive feature of a project is preliminary work planning.

The entire path from the initial problem to achieving the project goal must be broken down into separate stages with their own intermediate objectives for each stage; methods for solving these problems must be determined and the necessary resources must be found; Develop a detailed work schedule with deadlines for each stage.

Implementing a project work plan typically involves reviewing literature and other sources of information, selecting information, and possibly conducting various experiments, observations, research, and surveys. Analyzing and summarizing the data obtained is also crucial. Drawing conclusions and, based on these conclusions, forming a personal perspective on the original project problem and solutions is crucial.

To implement the identified solution, a project product is created. The project product must possess specific consumer properties, meaning it must satisfy the needs of anyone faced with the problem the project was designed to solve.

A project must have a written component-a progress report-describes all stages of the work, all decisions made and their rationale, all problems encountered, and ways to overcome them. The collected information, experiments, and observations are analyzed, survey results are presented, etc.; results are summarized, conclusions are drawn, and the project's prospects are explored.

A prerequisite for a project is its public defense and presentation of the results of the work. During the presentation, the author not only describes the process and demonstrates its results, but also demonstrates their knowledge and experience in solving the project problem, as well as the competence they have acquired. Self-presentation is a crucial aspect of project work, requiring the author to reflectively evaluate all the work they have completed and the experience they have gained.

Of course, the pedagogical outcome of project-based learning is, first and foremost, the activity itself. "The goal of project-based learning is the methods of activity, not the accumulation of factual knowledge."⁵ And from the children's perspective, too. They did something, generated a multitude of ideas and plans, encountered unusual problems, overcame them, learned a lot, and applied their knowledge. This is crucial to communicate during the presentation. And the product is one embodiment of the concept.

Student Skills and Abilities Required in Design.

At different stages, students are required to possess certain skills and abilities necessary for design. In the context of the project method, they are called specific (as opposed to real-life, school-wide, or subject-specific). These include problem solving, goal setting, organizing and planning activities, self-analysis and reflection, presentation, communication, and decision-making.

When working on a project, students demonstrate maximum independence in formulating goals and objectives, searching for necessary information, analyzing, structuring, and synthesizing, researching and making decisions, organizing their own activities, and interacting with partners. Students are required to independently apply what they already know and "acquire" new knowledge.

The usefulness of a project lies precisely in the fact that we don't tell the child anything unnecessary. They have the right to choose the first step, the course of action, and even the goal of the project.

In pursuing this goal, they are faced with the task of "acquiring" knowledge and then connecting disparate pieces of information, "stringing" it toward a specific goal. They draw only the necessary knowledge from various subject areas and apply it to the activities that interest them. Accordingly, the teacher's task is to help them achieve this. In Russian language lessons, the project method should be used not as a substitute for systematic subject-based instruction, but alongside it, as a component of the educational system. Project-based learning provides students with practical assistance in understanding the role of knowledge in life and learning, when it ceases to be an end in itself and becomes a means to genuine education, helping them develop a culture of thinking.

Project-based learning provides experience in using knowledge to solve so-called ill-posed problems, where there is a deficit or excess of data and a lack of a standard solution. This provides the opportunity to gain creative experience, that is, combining and modernizing known solutions to achieve a new result dictated by changing external conditions. Project-based learning enables students to improve their communication skills, expanding the scope of constructive and purposeful communication, actualized by the uniformity of activities.

Project-based learning must meet the following requirements:

1. The presence of a problem or task that is significant in research and creative terms, requiring a solution. 2. The problem addressed in the work should, as a rule, be original (if the problem is not original, then its solution must be original).

3. The activity should be based on independent (individual, paired, or group) work by students.

4. Use of research methods.

5. The completed work should demonstrate the author(s)' depth of knowledge of the chosen field of research.

6. The work must meet established formal criteria and demonstrate the author(s)' theoretical (practical) achievements.

Types of educational projects.

In modern methodological literature, there are several types of educational projects⁶ that can be used in Russian language lessons:

informational,
role-playing,
practice-oriented,
creative,
research projects.

Depending on the subject-matter aspect of the project, a distinction can be made between mono-projects and interdisciplinary projects. An information project aims to collect information about an object or phenomenon for the purpose of analyzing, summarizing, and presenting it to a wider audience. For example, biographical information about a writer or poet, the creation of a book, or the description of a section on the Russian language. Such projects include "Speech Portrait of a Schoolchild," "Russian Family Names and Nicknames: History and Modernity," "SMS as a New Speech Genre," "Characteristics of Statements in Direct Youth Communication," and "The Language of Entertainment Programs."

In a role-playing project, students assume the roles of literary or historical characters or fictional heroes.

For example, a dramatization of an episode from any work or fairy tale in the Russian language. An analysis of I.A. Krylov's fables could be presented as a role-play, for example, on the topic "Linguistic Expressiveness of I.A. Krylov's Fable 'The Wolf in the Kennel.'"

A practice-oriented project in Russian focuses on the social interests of the project participants. For example, why are Russian language rules studied? Will knowledge of these rules be useful in modern life? The development of the topic "The Causes of Neologisms in the Russian Language" could result in a collection of materials entitled "Neologisms of the Twentieth Century" or the compilation of a dictionary of neologisms.

A creative project involves a highly open and unconventional approach to presenting the results. Creative and role-playing projects overlap, such as "Modern Russian Literary Language in Our Lives." Project outputs could include almanacs, theatrical performances of fine or applied arts works, or videos.

Project-based activities in Russian include the relevance of the chosen topic, defining the project objectives, the mandatory development of a hypothesis and its subsequent testing, and a discussion of the findings.

Russian language projects are also categorized by duration. Mini-projects can be created in a single lesson. For example, "A Tale About a Part of Speech" or "A Tale Using Indefinite Pronouns" are projects that are completed in groups of no more than 3-4 people.

Short-term Russian language projects last from two to four lessons. For example, "Lessons of Kindness. My Image of a Teacher" (based on V. Rasputin's "French Lessons").

Weekly projects are completed in groups. The work is supervised by a teacher. A combination of classroom activities and extracurricular activities (excursions) is possible.

Year-long Russian language projects can be completed in groups or individually. This work is often carried out within the framework of student scientific societies. The entire year-long project-from defining the problem and topic to the presentation-is completed outside of class time.

At our school, such research projects are first defended at traditional annual school scientific and practical conferences, and the winners are presented at city scientific and practical conferences. As part of the project-based learning program, Russian language and literature lessons, as well as speech development lessons, can feature illustration comparisons and comparisons of different artists' works of art. During the lesson, students can not only look at portraits, photographs, and illustrations, but also watch film clips, listen to audio recordings, musical excerpts, and even take a museum tour.

Preparing for such a project-based lesson becomes a creative process. The visual appeal, vividness, and novelty of the computer-based elements of the lesson, combined with other teaching methods, make the lesson unusual, engaging, and memorable.

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