

UDC 372.881.1

https://doi.org/10.33619/2414-2948/72/45

**APPLYING SOCIAL FORMS:
THE PROJECT METHOD IN TEACHING FOREIGN LANGUAGES**

©*Juraeva M.*, ORCID: 0000-0002-5499-582X, Fergana Polytechnic Institute,
Fergana, Uzbekistan, ferpi_info@edu.uz

**ПРИМЕНЕНИЕ СОЦИАЛЬНЫХ ФОРМ:
ПРОЕКТНЫЙ МЕТОД В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ**

©*Жураева М. Т.*, ORCID: 0000-0002-5499-582X, Ферганский политехнический институт,
г. Фергана, Узбекистан, ferpi_info@edu.uz

Abstract. The article discusses applying the project method as one social forms of teaching foreign languages. The author of the article considers that in project work students learn to cooperate, and cooperative learning fosters in them such moral values as mutual assistance, desire and ability to empathize; it improves general culture of communication and social behavior in general, forms creative abilities and activity of students, i.e. there is an inseparable process of training and education, and leads students to practical possession of a foreign language.

Аннотация. В статье рассматривается применение проектного метода как одной из социальных форм обучения иностранным языкам. Автор статьи считает, что в проектной работе студенты учатся сотрудничать, а кооперативное обучение воспитывает у них такие нравственные ценности, как взаимопомощь, желание и умение сопереживать; повышает общую культуру общения и социального поведения в целом, формирует творческие способности и активность студентов, т. е. происходит неразрывный процесс обучения и воспитания, который приводит студентов к практическому владению иностранным языком.

Keywords: social form, project method, students, teacher, communicative, cooperation, respect, approach, evaluates, process.

Ключевые слова: социальная форма, проектный метод, студенты, преподаватель, коммуникативность, сотрудничество, уважение, подход, оценка, процесс.

Discussion

Foreign language teaching is an integral part of the general education system, and therefore, to a certain extent, it is subject to the main trends of this system. This is most obviously reflected in the teaching methods. In recent years, there is a worldwide focus on humanization of education, which in the teaching of foreign languages is reflected in the orientation of the learning process, the development of the learner's personality by means of the subject.

It should be noted that the modern lesson has become flexible, diverse in goals and objectives, varied in forms and methods of teaching, rich in the use of the latest learning technologies. The teacher has to combine and implement diverse tasks: on the one hand - to communicate, consolidate, check the effectiveness of the assimilation of scientific knowledge; on the other hand - to find ways to include each student in the process of the lesson, using the individual characteristics of students.

To increase the effectiveness of the lesson it is very important to take care of the students, to understand the importance of skillful organization of their academic work, the cooperation of students. Cooperation with students is possible only when there is great respect for each other, when there is a free exchange of views on issues of interest [1].

Today in pedagogical and psychological literature we often encounter the notion of "technology", which came to us along with the development of computer technology, as pedagogy has long sought ways of achieving if not absolute, then at least high results in working with a group or class and was constantly improving its means, methods and forms. In pedagogy, new approaches and views to the organization of the learning and education process are constantly emerging. Today, in connection with teachers' desire to improve the quality of teaching, there is an increasing call for training using educational technology, as it allows you to implement various methods in practice. In teaching foreign languages, as well as in other subjects, the student-centered approach is a priority. Accordingly, the technologies of this approach include learning in cooperation, the project method and multilevel teaching, reflecting the specifics of differentiation training. This does not mean that the notion of the student-centered approach is exhausted by these technologies. But these three technologies are organically enough adapted to the classroom-task work system of classes.

Psychologists have proved that joint activity in the team of students themselves, the teacher and students is the initial form of individual activity, and equal interaction with peers conditions the mastery of such actions as goal setting, planning, control and evaluation, without which learning is impossible [3]. In the process of implementing the new educational standards, the main emphasis is placed on the professional position of the teacher: his focus on success, faith in the student, the ability to plan and organize such joint activities of the teacher and students, which has meaning and significance for students of a certain age, the ability to combine frontal work with the entire class, with individual work with a particular student, to differentiate the requirements for the preparation of students, to actively use in the learning process of modern means of education [4].

The project methodology is highly communicative and based on a cyclical organization of the learning process, that is, the learning process is planned in cycles, which are divided into initial, middle, and final. This allows me to project the outcome of my personal learning activities and my students at the end of each stage of learning. In my lessons this can take the form of various forms of summaries of all work.

Project work is done through the detailed development of a problem, which must culminate in a practical result formalized in a certain way.

The project is carried out according to a certain scheme:

1. Preparation for the project.

When starting to create an educational project, a number of conditions should be observed:

- to study beforehand the individual abilities, interests, life experience of each student;
- to choose a topic of the project, formulate the problem, suggest the idea to students and discuss it.

2. Organization of project participants.

Firstly, groups of students are formed, with each one having its own task. While distributing duties, students' inclinations to logical reasoning, to form conclusions, to design a project work are taken into account. When forming a group, they include students of different genders, different grades, and different social groups.

3. Project implementation.

This step is related to searching for new, additional information, discussing this information, and documenting it, choosing ways to implement the project (it can be drawings, crafts, posters,

drawings, quizzes, etc.). Some projects are designed at home independently, while others, which require help from the teacher, are created in the classroom. The main thing is not to suppress learner's initiative, to treat any idea with respect, to create a situation of "success".

4. Project presentation.

All of the worked out, decorated material should be presented to the classmates, and their project should be defended. For the analysis of the suggested teaching methods, the ways of carrying out and presenting a project are important. For example, pupils can have a special notebook only for projects. Projects can be made on separate sheets and stapled together to form an exhibition or montage. Groups can compete with each other. Project assignments are carefully graded so that students can complete them in a foreign language. A rough draft is encouraged first, followed by a rough draft.

5. Summarizing the project work.

The role of the students is to solve the problem they are interested in independently and jointly, applying knowledge from different fields, getting a real result. The teacher's role is to suggest a source of information, to guide students in the right direction for an independent search.

The project method is from the field of didactics, private methods, if it is used within a particular subject. The method is a didactic category [2]. This is a set of techniques, operations of mastering a particular area of practical or theoretical knowledge, this or that activity. This is a way of cognition, a way of organizing the process of cognition. Therefore, if we talk about the method of projects, we mean exactly the way to achieve didactic purpose through a detailed development of the problem (technology), which should end with a very real, tangible practical result, framed in one way or another. Educators have turned to this method to solve their didactic tasks. The basis of the project method is the idea that constitutes the essence of the concept of "project", its pragmatic focus on the result that can be obtained by solving a practically or theoretically significant problem. This result can be seen, comprehended, applied in real practical activity. To achieve such a result, it is necessary to teach students to think independently, find and solve problems, attracting for this purpose knowledge from different fields, the ability to predict the results and possible consequences of different solutions, the ability to establish cause-effect relations.

Students have their own specific difficulties when doing a project, and overcoming them is one of the leading pedagogical goals of the project method. At the heart of design is the appropriation of new information, but this process takes place in the realm of uncertainty, and it needs to be organized, modeled, so that it is difficult for students:

- to outline leading and current (intermediate) goals and tasks;
- to look for ways to solve them, choosing the best one in the presence of alternatives;
- to make and argue a choice;
- to consider the consequences of the choice;
- to act independently (without prompting);
- compare what has been achieved with what is required;
- objectively evaluate the process (the activity itself) and the result of design.

The role of the teacher changes qualitatively during the projects. The teacher acts as a consultant and helper at all stages.

Students' role in learning also changes: they act as active participants in the process. Working groups help them learn to work as a "team". Critical thinking is developed that is difficult to teach in a typical "classroom" setting. Students develop their own perspective on information and are no

longer conditioned by an evaluative form: this is right and that is wrong. Pupils are free to choose the ways and kinds of activities to achieve the goal set; no one tells them how and what to do.

Even an unsuccessful project also has a great positive pedagogical value. At the stage of self-analysis and then defense, the teacher and students analyze in the most detailed way the logic chosen by the designers, the reasons for failures, the consequences of the activity, and so on. Understanding mistakes creates motivation for repeated activity, forms personal interest in the new knowledge, since it was the unsuccessful information that created the situation of "failure". Such reflection allows forming an adequate assessment (self-assessment) of the world around and oneself in this world.

Conclusion

Using the project method in my work, I have come to the conclusion that this method is very effective in generalizing, consolidating and repeating educational material, and especially in organizing its practical application. Especially appealing to me is the fact that project-based learning actively affects the motivational sphere of the student. It is also very important that in project work students learn to cooperate, and cooperative learning fosters in them such moral values as mutual assistance, desire and ability to empathize; it improves general culture of communication and social behavior in general, forms creative abilities and activity of students, i.e. there is an inseparable process of training and education, and leads students to practical possession of a foreign language.

The implementation of the project and research methods in practice leads to a change in the position of the teacher. He turns from a bearer of ready-made knowledge into an organizer of the cognitive activity of his students. The psychological climate in the classroom also changes because the teacher has to reorient his or her teaching and educational work. The teacher turns from an authoritative source of information into an accomplice of the research and creative process, a mentor, an advisor, and an organizer of the independent activity of the students. And this is true collaboration.

References:

1. Zhuraeva, M. T. K., & Astonova, G. R. (2019). Ispol'zovanie sotsial'nykh form dlya povysheniya effektivnosti zanyatii (v nefilologicheskom napravlenii). *Vestnik nauki i obrazovaniya*, (20-3), 20-22. (in Russian).
2. Polat, E. S. (2000). Metod proektov na urokakh inostrannogo yazyka. *Inostrannyye yazyki v shkole*, (2), 3-7. (in Russian).
3. Juraeva, M. T. (2020). Applying the social forms of education in teaching foreign languages. *Voprosy nauki i obrazovaniya*, (41(125)), 56-60.
4. Rakhmonalievna, A. G. Z. (2019). Use of group work at the lessons of the German language. *Problemy sovremennoi nauki i obrazovaniya*, (12-2 (145)). 158-160

Список литературы:

1. Жураева М. Т., Астонова Г. Р. Использование социальных форм для повышения эффективности занятий (в нефилологическом направлении) // Вестник науки и образования. 2019. №20-3. С. 20-22.
2. Полат Е. С. Метод проектов на уроках иностранного языка // Иностранные языки в школе. 2000. №2. С. 3-7.

3. Juraeva M. T. Applying the social forms of education in teaching foreign languages // Вопросы науки и образования. 2020. №41(125). С. 56-60.
4. Jo'raeva M. T., Astonova G. R. Use of group work at the lessons of the German language // Проблемы современной науки и образования. 2019. №12-2 (145). С. 158-160

*Работа поступила
в редакцию 11.10.2021 г.*

*Принята к публикации
15.10.2021 г.*

Ссылка для цитирования:

Juraeva M. Applying Social Forms: The Project Method in Teaching Foreign Languages // Бюллетень науки и практики. 2021. Т. 7. №11. С. 354-358. <https://doi.org/10.33619/2414-2948/72/45>

Cite as (APA):

Juraeva, M. (2021). Applying Social Forms: The Project Method in Teaching Foreign Languages. *Bulletin of Science and Practice*, 7(11), 354-358. <https://doi.org/10.33619/2414-2948/72/45>