| Impact Factor: | | | | | |
|---|---|---|---|---|---|
| ISRA (India) | = 4.971 | SIS (USA) | = 0.912 | ICV (Poland) | = 6.630 |
| ISI (Dubai, UAE) | = 0.829 | РИНЦ (Russia) | = 0.126 | PIF (India) | = 1.940 |
| GIF (Australia) | = 0.564 | ESJI (KZ) | = 8.716 | IBI (India) | = 4.260 |
| JIF | = 1.500 | SJIF (Morocco) | = 5.667 | OAJI (USA) | = 0.350 |

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# PROJECT METHOD AS A PRIORITY INNOVATIVE TECHNOLOGY IN EDUCATION

***Abstract***: *For the first time, the project method attracted the attention of Uzbek scientists at the beginning of the XX century. Similar ideas appeared in Uzbekistan in parallel with the creation of similar teaching methods in the United States.*

***Key words***: *project method, innovative technology, education, pedagogical skill.*
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## Introduction

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In the United States, it was referred to as the method of problems, because it was associated with the ideas of humanism in philosophy, which developed J.Dewey and W. H. Kilpatrick. But, as for foreign educational institutions, it continued its development very successfully there. In schools in countries such as the United Kingdom, Belgium, the United States, Germany, Finland, Israel, and Brazil, the project-based learning methodology that emerged more than a century ago continues to develop to this day. But what is the essence of the project method?

The basis of project training is based on the system of developing the student's cognitive skills, their ability to navigate the information world of modern technologies, and the development of creative and critical thinking. If the project method is used within a particular subject, then the area of its knowledge is didactics. In the General sense, project training is a set of operations and techniques for mastering a pre-allocated part of the theoretical or practical knowledge of a particular type of activity. If we talk about the methodology of projects in particular, it can be described as a way of organizing the process of learning educational material. When we talk about this method, we often mean that the goal is realized with the help of a thorough detailed development of the technology (problem), which ends with a completely meaningful, tangible result that can be applied in practice. This is the positive side of using the project methodology in school. The result of the student's activity can be understood, seen and applied in real life. In order to achieve a positive result, you need to teach students or school children to independently reason, think and make decisions, using knowledge from various fields of activity, the ability to create cause-and-effect relationships. Very often, the project method is aimed at independent work of students - pair, individual or group work, which children are able to perform during a pre-allocated period of time. Very often, this method is combined with other group methods. The project method must necessarily solve a problem that involves the use of different learning tools on the one hand and the need to apply different knowledge in practice on the other.

The result of using the project method should be tangible solutions to problems, for example, a ready-to-use result. In the context of considering the project method as a pedagogical technology, it can be noted that it involves the use of search, research and other problematic methods, which in most cases are creative. There are certain requirements that must be considered when working with the project method. Among them, we can note:

- the presence of a problem that is most significant in the scientific and research sense and

requires integrated knowledge to solve it (for example, creating a number of reports from different parts of the world, United by a common theme;

- research on the problem of demographic growth of the world's population;
- the impact of precipitation; the influence of slang expressions on the state of modern Uzbekistan);
- theoretical, practical, moral, and educational significance of the results obtained after applying the method of projects (for example, informational report to the relevant departments on the trends of demographic development of a region of the Earth, the possible causes of this condition and its implications;
- issue of a newspaper, magazine or other printed publication with reports;
- action plan on the protection of forests;
- structuring the main part of the work on the project together with the outcomes;
- practical application of research methods, which are based on the use of certain sequence of actions: finding problems and determining the consequences of research tasks (possibly using such methods as round table and brainstorming);
- nomination possible hypotheses solve these problems;
- joint discussion of research methods (statistical, observational, experimental);
- discussion and choice of design summary of the work (protection of the abstract, presentation, report, etc.);
- systematization of collected results and their analysis;
- registration of results; scoring of the insights obtained as a result of the work done.

All projects can be divided into several types, depending on the typological characteristics:

- the predominant activities in the project: search, research, creative, applied, role-playing, introductory and indicative;
- subject-content area: intersubject project and monoproject; the nature of project control: hidden or direct;
- the number of project participants;
- the nature of contacts (inter-class, inter-school, international);
- the duration of the project. The implementation of the project method in practice leads to a fundamental change in the position of the teacher. He turns from a carrier of knowledge into an organizer of the cognitive procession and research activities of students. Also, the psychological climate of the audience in which training is conducted using the project method, which changes the teacher's activity from educational to organizational, is radically changing. Do not forget about the need for external organization of these projects, as without this you will not be able to reliably track their failures and effectiveness, as well as the need for timely correction.

The nature of the organization in most cases depends on the type of project, as well as on its theme. If the project is a solution to a research problem, it must necessarily include the stages of implementation. If we talk about general approaches to the study of the project structure, we can note that it is necessary to start the project with the choice of the type and subject of the project and the number of participants. Then the teacher comes up with a problem that will then be solved by the students. Students must collectively consider it and decide how it will be solved. Then the students are divided into groups and are engaged in independent solution of the task. Finally, the final stage will be project protection and opposition.

At the end, students must express their opinions and draw their own conclusions. Telecommunications international and regional projects occupy a special place in the educational activities of the educational institution. Very interesting international projects in the process of learning a foreign language, with their help, the conditions for real intercultural communication. Under the educational telecommunications project, teachers understand joint educational, cognitive, research, creative or gaming activities of students-partners, organized on the basis of computer telecommunications, having a common problem, goal, agreed methods, methods of activity aimed at achieving a joint result. Solving a problem that is embedded in any project always requires the involvement of integrated knowledge. However, in a telecommunications project, especially an international one, a deeper integration of knowledge is usually required, which implies not only knowledge of the subject of the problem under study, but also knowledge of the partner's national culture and worldview. This is always a dialogue of cultures. International projects that are conducted in English, it is advisable to include, if the program allows, in the structure of the content of training for this class, course and relate it to a particular topic of oral speech and reading.

The ability of the teacher to use the project method is an indicator of his high qualification, mastering the progressive method of teaching and development of children. Using projective methods, the teacher must:

- define in detail the main and additional goals and stages of work that allow to form skills and develop the initiative of children;
- constantly update their knowledge on the subject of projects;
- provide a base for the implementation of projects (demonstration, reference and visual tools, special tools, materials);
- create a positive emotional background during the implementation of the project (design, music);

- provide advice to children;
- suggest only the General direction and main guidelines for finding a solution to the problem during the work on the project. When organizing project activities, the following are also important for teachers:
- planning skills (defining a plan or setting a goal that sets a vision for the future result; defining clear actions that need to be implemented in specific conditions in order to achieve the goals set, and resources for their implementation);
- skills for collecting and processing information (choosing the right material and using it correctly);
-expert analytical and predictive skills (foreseeing the expected result). Designing requires both the teacher and the child participating in the project to make individual original decisions and at the same time to create collectively. Due to working in the group creativity mode, the ability to reflect, choose appropriate solutions, and build a whole out of parts is intensively developed. Thus, design is one of the means of social and intellectual creative self-development of all subjects of educational relations. When applied to a child, projective techniques allow us to implement one of the main strategies of education - creating a situation of success for each of the children in the educational process.

Thus, the chosen topic for the telecommunications project will fit seamlessly into the training system, including all the program language material. If an international project is envisaged for other subjects in the school curriculum, which must also be performed in English, but which does not correspond to the program material in English, then such a project is performed in extracurricular activities, usually not by the whole group, but by individual students. Thus, it should be noted that new information technologies in education are a synthesis of previously existing and modern computer technologies. All this helps education move forward on the path of improvement.

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