



PROJECT METHOD AS A WAY OF ORGANIZING INDEPENDENT LEARNING ACTIVITIES

Lieutenant Colonel Umarov Gulom Jurabayevich

*Doctor of Philosophy (PhD) in Military Sciences, Head of the Department,
Institute of Information and Communication Technologies and Military
Communications, University of Military Security and Defense of the Republic of
Uzbekistan*

Abstract. The aim of the modern educational system is to provide students with access to independent acquisition of new knowledge. The project method is one of the most important ways to achieve this goal, as stipulated in the Federal State Educational Standard of the new generation. Project activity is one of the forms of organizing students' independent work, the necessity and importance of which were emphasized as early as in ancient times. The paper reveals the content and specific features of organizing independent work of students within project activities, in connection with which such concepts as "method", "independent work", and "project method" are analyzed. The essence of the project method is disclosed, and it is noted that the application of this method ensures the implementation of a system-activity approach to learning. The stages of project work are described, and special attention is paid to the skills and abilities formed in students through the use of the project method. These include the development of communicative and research skills, the enhancement of creative thinking, and the acquisition of learning skills and techniques for organizing one's own activities. The classifications of projects proposed by both Russian and foreign methodologists are presented. The application of this method also changes the role of the teacher, who becomes a consultant for the student, while the student, in turn, becomes an active subject of educational activity.



Keywords: method, project method, project, independent work, system-activity approach, federal state educational standard.

Аннотация. Цель современной образовательной системы состоит в обеспечении учащихся доступом к самостоятельному овладению новыми знаниями. Метод проектов является одним из важнейших способов достижения данной цели, прописанной в государственном общеобразовательном стандарте нового поколения. Проектная деятельность выступает одной из форм организации самостоятельной работы учащихся, о необходимости и важности которой говорилось еще во времена античности. В работе раскрываются содержание и особенности организации самостоятельной работы обучающихся в проектной деятельности, в связи с чем анализируются такие понятия как «метод», «самостоятельная работа», «метод проектов». Раскрыта сущность метода проектов, отмечено, что с помощью применения данного метода реализуется системно-деятельностный подход к обучению. Описываются этапы работы над проектом, а также большое значение отводится навыкам и умениям, формирующимся у школьников благодаря методу проектов — совершенствуются коммуникативные и исследовательские навыки, развивается творческое мышление, происходит приобретение умений учиться и приемов организации собственной деятельности. Приводятся классификации проектов как российских, так и зарубежных методистов. При применении данного метода меняется и роль учителя, который превращается в консультанта учащегося, а он, в свою очередь, становится активным субъектом учебной деятельности.

Ключевые слова: метод, метод проектов, проект, самостоятельная работа, системно-деятельностный подход, федеральный государственный общеобразовательный стандарт.



Introduction

The idea of students' independence in the learning process originated as early as in antiquity. Ancient Greek philosophers such as Plato, Aristotle, and Socrates emphasized the necessity of voluntary and independent acquisition of new knowledge by learners, explaining their position by the fact that the development of consciousness and thinking occurs only through independent learning activity. In national pedagogy, the idea of the importance of students' independence became widespread in the mid-19th century in the works of N.A. Dobrolyubov, V.G. Belinsky, and A.I. Herzen.

In the modern era, significant attention is still paid to independent work, since the need for lifelong learning has not disappeared to this day. The goal of the educational system is to form a comprehensively developed personality capable of realizing creative potential and possessing the necessary skills of self-education and independent study of new information. The prerequisites for this are formed within the framework of students' independent work.

In this paper, we examine which skills and abilities are developed within the framework of the project method as one of the ways of organizing students' independent work, as well as the types of projects and the stages of working on them.

Materials and Methods

Pedagogical literature contains a large number of definitions of the concept of "independent work." In national methodology, the definition proposed by B.P. Yesipov has become widespread. Independent work is defined as "such work that is carried out without the direct participation of the teacher, but according to his or her assignment, within specially allocated time; at the same time, students consciously strive to achieve the goal set in the task, making efforts and expressing the results of their mental or physical actions in one form or another" [1, p. 169].

E.G. Azimov and A.N. Shchukin define independent work as a special type of creative learning activity that is carried out without direct contact with the teacher



or is indirectly controlled by him. They note that the tasks selected for independent work should be active and creative in nature and stimulate students to independently solve educational problems. This type of activity increases the effectiveness of the learning process and prepares students for independent expansion of their own knowledge [2, p. 238].

Students' independent work serves as a source for the development of active cognitive activity, thinking, memory, and imagination, and also promotes the practical application of previously acquired knowledge. In addition, within the framework of independent work, students develop planning, self-analysis, and self-control skills, becoming active subjects of educational activity.

Today, there are many approaches to organizing independent work in the classroom. The following types of students' independent work have become widespread:

- working with a book;
- construction and modeling;
- laboratory work;
- independent and control testing;
- preparation of reports and abstracts;
- выполнение individual and group assignments;
- preparation of projects [3, pp. 118-123].

Project Method

Based on the above classification, project preparation is one of the forms of organizing students' independent work. In national methodology, it is known as the "project method." Before proceeding to consider the organization of project activities, it is necessary to clarify the concept of "method." A method is understood as a way of organizing the educational process in which a student "can master that part of social experience that is necessary for life and is determined by the content of each academic subject" [4, p. 448].



The project method originated in the United States in the 1920s and was initially known as the problem method. The development of this method is associated with the American philosopher and educator John Dewey, who believed it necessary to build learning on an active basis, in which students' interest in problems that are meaningful to them is enhanced [5, pp. 28-33].

In methodology, the definition proposed by E.S. Polat is widely used. She understands the project method as joint activity of students and the teacher aimed at solving a problem situation [6, pp. 56-61].

In the new dictionary of methodological terms and concepts by E.G. Azimov and A.N. Shchukin, the following definition is given: the project method is one of the learning technologies based on a problem-oriented approach, in which a detailed development of a problem ends with obtaining a real, practical result presented in a specific form [7, p. 116].

Within the framework of project activity, a system-activity approach to learning is implemented. According to this approach, the student becomes the active subject of the pedagogical process. At the same time, the role of the teacher changes: he provides consultative support and observes the work process. An important condition for implementing this approach is the growth of students' interest in the academic subject and the problem under study, as well as the development of self-education skills.

Educational projects are based on a problem that determines students' modes of activity. The purpose of this method lies in the practical application of previously acquired knowledge. It stimulates students' interest in specific problems, since it is fully based on their interests; therefore, the project method has a personality-oriented and activity-based focus. When using this method, conditions are created for the development of thinking, as well as for the formation of communicative and research skills and the ability to work with information sources to search for missing knowledge.



Skills and Abilities Formed in Project Activity

Domestic methodologists identify the following skills and abilities developed within project activity:

- research skills, namely the ability to formulate hypotheses, independently find and request necessary information, establish cause-and-effect relationships, and generate ideas;
- reflective skills, including the ability to set realistic goals, predict the outcomes of one's own activity, and independently evaluate results;
- cooperation skills, such as the ability to interact with a partner or a group;
- communicative skills, including the ability to conduct discussions, initiate interaction, and defend one's point of view;
- presentation skills, such as public speaking abilities, development of monologic speech, self-confidence, the ability to answer questions, as well as skills in creating presentations and using multimedia tools [8, p. 55].

Stages of Project Work

Project work is a long-term creative process consisting of the following sequential stages:

- motivational stage, during which the teacher presents a problem situation and creates a positive motivational attitude among students, while they put forward their own assumptions and ideas;
- planning (preparatory) stage, in which students independently or under teacher supervision determine the topic, goals, and objectives of the project, develop a work plan, and select information sources;
- information-operational stage, during which students directly implement the project by working with selected literature, conducting research and experiments; at this stage, the teacher observes and coordinates the process;
- reflective-evaluative stage, which includes project design, preparation of the presentation, and direct project defense; during the presentation, discussion and



evaluation of results are carried out by both the teacher and the student [9, pp. 39-43].

Types of Projects

For successful mastery of the project method, it is necessary to know that projects differ in typology and structure, and effective implementation in the educational process requires serious teacher preparation. In practice, teachers often use mixed types of projects, combining the advantages and features of several types at once.

Projects are classified depending on the leading type of activity, number of participants, duration, nature of interaction between participants, and other criteria. Since E.S. Polat attaches great importance to the project method in education, it is advisable to consider her classification of projects, which are divided according to the following characteristics:

- by method predominantly used: research, creative, role-playing, informational, practice-oriented;
- by coordination type: direct (rigid, flexible), hidden (implicit);
- by nature of contacts: internal (regional) and international;
- by number of participants: individual, pair, group, collective, mass;
- by project duration: short-term, medium-term, long-term;
- by subject-content area: monoproject (within one subject area) and interdisciplinary project.

In foreign methodology, project classification is based on the types of information sources used and methods of processing information. Within this classification, six types of projects are distinguished:

- encounter projects – where a person serves as the source of new knowledge;
- text projects – where sources of information include books, newspapers, journals, reference literature, video and audio materials;
- correspondence projects – representing a combination of the first two types;



- research and information projects – where information search is carried out in libraries or on the Internet;
- survey projects – where students conduct research or surveys and then analyze the collected data.

Conclusion

Having analyzed the structure of the project method as a way of organizing students' independent work, it can be concluded that this method is aimed at implementing the goals of the educational standard. Project activity has numerous advantages.

Through the project method, students' critical thinking develops, since during project preparation they analyze and select the information necessary for their work. The project method is also aimed at increasing students' cognitive interest and learning motivation, as project work provides an opportunity to create and study what is genuinely interesting to the learner.

One of the essential advantages of the project method is the formation of independent work skills, as well as analysis, self-control, and planning abilities. In addition, when performing group or pair projects, students' communicative abilities, cooperation skills, and teamwork skills develop.

Undoubtedly, project work helps improve logical thinking skills, motivates students, and prepares them for research activities. This process has a significant impact on the development of children's creative abilities, as students can fully use their imagination when presenting the final results of project activities.

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