

AGE-SPECIFIC DIFFERENCES IN PROJECT SELECTION

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Abstract: This work demonstrates age-specific differences in project selection. The use of project-based learning in Russian language and literature lessons enables the development of new forms of student organization and significantly contributes to improving the quality of student learning. In our lessons, we teach children to think independently, identify, and solve problems, drawing 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.

It should be noted that the age-related interests and needs of adolescents often influence the choice of project type. For example, students in grades 5 and 6, with their strong need for interpersonal communication, are more inclined toward role-playing and game projects. Students in grades 7 and 8 enjoy working on practice-oriented projects—their significant school experience guarantees success in such work.

Older adolescents, students in grades 9 and 10, successfully complete research projects; they have well-developed theoretical thinking and an interest in research. Furthermore, almost all students in grades 5 through 10 readily undertake creative projects.

Project-based activities are one of the best ways to combine modern information technology, student-centered learning, and independent student work, developing the ability to use information technology to develop tools and materials that enhance the effectiveness and efficiency of the educational process. The project process goes through the following stages:

1. Preparatory stage:
 - defining the project topic and goals;
 - forming groups to work on the project;
 - planning the work stages.
2. Working on the project in groups:
 - planning the work;
 - research;
 - presenting conclusions and results.
3. Presentation and defense of the project.
4. Project evaluation (several levels of evaluation):
 - self-assessment;

- evaluation by other groups;
- teacher evaluation;
- evaluation by a specially created group of experts.

5. Reflection – analyzing the extent of one's participation in the common task:

- What did we do?
- How did we do it?
- What were the results?

"What is my personal contribution to solving this problem?" N. Yu. Pakhomova, Head of the Laboratory for Methodology and Information Support for the Development of Metropolitan Education at the Moscow Institute of Open Education and a PhD in Pedagogical Sciences, explains that projects intended for use within the classroom-based subject system must have characteristics that determine the place and time of their use in the educational process. These characteristics could form the methodological passport of the educational project.⁷

Methodological passport of the educational project

Addressing (who is it intended for, when it can be used - to determine its place in the curriculum - educational and developmental characteristics of the educational project)

Topic(s) of the educational and developmental plan for the subject(s)

Goals: educational, developmental, developmental

Educational and pedagogical objective (per class, group, each student)

Age of students (class)

Project time

Work schedule

Support

Material, technical, and educational-methodological equipment

Additionally involved (participants, specialists, information, and material and technical resources)

Knowledge, skills, and abilities and general educational skills necessary for students to work independently

Motivation for learning and work

Expected additions

New content for each topic.

New practical techniques.

General concepts, ideas, and knowledge that the project outcome aims to acquire. Developing skills:

independent work with:

- information sources,
- tools and technologies,

-independent decision-making;

communication skills in:

-information exchange,

-role interaction;

thinking skills in:

-design,

-planning,

-analysis,

-synthesis,

-structuring, etc.,

-self-analysis and reflection;

5. Fostering tolerance.

6. Expanding horizons.

Academic project status

Author-developer

Experience with use (testing)

Degree of distribution: No. of schools.

In my teaching, I use projects in different age groups from grades 6 to 11. These are informational, practical-

Focused and research-based projects. I began with research projects conducted as part of the students' work in the school's scientific society.

For example, a project on "The Descendants of A.S. Pushkin in Simbirsk-Ulyanovsk," completed by 10th-grade student Maria Saygina, won the All-Russian Pushkin Competition in the "Literary Workshop" category (3rd-place diploma).

I currently work in the middle school, so my projects are mostly short-term. Using the project-based method in 5th and 6th grades, I teach children to set goals for assignments and exercises, determine the end result, and be able to formulate it. By offering tasks such as selecting proverbs on a specific topic, cataloging these proverbs by specific sections, compiling a dictionary of phraseological units, and a dictionary of Siberian dialects (while studying V.P. Astafyev's work), I give students the opportunity to gather relevant information from various sources, communicate with other mini-project participants, outline an action plan, and see the results of their work in short reports.

An example of this type of project might be a workflow for 6th-grade students on a project on the topic "Is Leskov's Lefty Character Modern?"

Project Type: Informational.

Problem: Are the Russian people talented?

Rationale: Insufficient information exists on whether craftsmen like Leskov's "Lefty" still exist in Russia.

Who are they? What do they do? How are they perceived in society?

What to do? Collect information about modern craftsmen and be able to briefly describe their achievements. Create a colorful presentation.

How? Using ICT

What to obtain? (Result) Student presentations on modern left-handers.

Oral presentation to the class on this topic.

To develop patriotic personal qualities.

(Communicative and informational competence, general academic skills, research skills)

To be successful at the presentation stage, students must be taught to concisely express their thoughts, construct a logically coherent message, prepare visual aids, and develop a structured presentation style. Self-analysis and reflection techniques are essential here. Therefore, the role of the teacher, who summarizes, summarizes, and evaluates, is significantly increased. Undoubtedly, an important outcome of the students' work is the evaluation of the results, where project participants share their opinions, and the teacher evaluates the students' activity, creativity, and the quality and extent of their use of sources.

A 6th-grade lesson on the topic "Description of Nature" as part of the study of adjectives was also conducted as a project.

Educational goal: to teach how to compose a descriptive text using artistic expression, using examples of descriptions by masters of the word. Educational goal: to cultivate an active creative approach based on the aesthetic perception of works of art, and to foster creative individuality.

Developmental goal: to develop the ability to attentively consider the meaning of adjectives and their use in speech.

Preliminary work: students are tasked with finding vivid descriptions of winter in works of fiction and paying attention to the figurative and expressive means of the masters of words.

The task is assigned in groups:

Group 1 – description of a winter day (morning);

Group 2 – description of a winter evening (night);

Group 3 – description of the first snow;

Lesson Procedure:

Initial check of understanding.

-What is a description?

-What is the structure of a description?

(general idea of what is being described; description of details, parts; the author's attitude to what is being described);

- Analysis of an excerpt from I.S. Shmelev's literary text "The Lord's Summer"

(Students find epithets, metaphors, similes, and note the color scheme).

/"What beauty! The first star, and there's another... There are more and more stars. And what stars! Whiskered, alive, beating, piercing the eye. There's frost in the air, and through it the stars are larger, glittering with different lights—blue crystal, and dark blue, and green—in arrows.

... Touch the gate—and a shower of crackling rain falls. Frost! The snow is blue, firm, squeaks thinly, thinly. The gardens are steaming. The birches are white visions..."/ - What is the theme of the excerpt? (The author doesn't simply describe winter, but rather a frosty winter evening).

- Group presentations (reading excerpts selected by the students, identifying the excerpt's theme, and artistic means of expression);

Group 1 - The day was mild and hazy. The reddish sun hung low above long, layered clouds resembling snowfields. Frost-covered rose trees stood in the garden. Vague shadows on the snow were saturated with the same warm light.

(A.N. Tolstoy, "Nikita's Childhood")

The morning was white, fluffy, and joyfully bright. At dawn, the windows of a distant, tall building glowed, and you couldn't tell whether this light was from the dawn or your own, forgotten home light.

(M. Prishvin, "Winter Morning")

Group 2 - Frosty silence. Evening was falling. The bushes of the naked forest darkened, as if the forest itself were gathering its thoughts for the night. Through the darkness of the bushes, the sun peered with a ruby eye; through the bushes, this red eye was no larger than a human one. (M. Prishvin. "Winter Sun")

Group 3 - A white, even light filled the room. I stood up and went to the window – behind the glass, everything was snowy and silent. A solitary moon shone dizzily high in the foggy sky, a yellowish circle shimmering around it. When did the first snow fall? I went to the clock. It was so light that the black hands were clearly visible. They pointed to two o'clock. The first snow suited the earth very well. The earth was elegant, like a shy bride.

(K. Paustovsky, "Farewell to Summer")

- Generalization and systematization:

Collective work on an essay plan:

Consider WHAT you want to convey in words;

What is the main IDEA of your sketch;

What FEELINGS do you want to evoke in the reader;

What MEANS of artistic expression do you use? Students discuss and share essay topics in groups ("Falling Snowflake," "Patterns on My Window," "Winter Evening," "Bullfinches on a Tree," etc.)

The project culminates in the writing of a creative work (essay-sketches).

(See Appendix 1)

It is important in educational activities to give each student the opportunity to feel connected to the world, connect with their own creativity, and find their inner reader and viewer. Forms such as essays help achieve this.

A necessary condition for this is reflection on the activity, i.e., an assessment of the personal impact of each student's completion of a given learning task, what worked and what didn't, the reasons for failure, and how to avoid it in the future. It is important that through such reflection, students learn to adequately evaluate themselves and discuss their results.

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