



# ISSUES OF ORGANIZATION OF PROJECT METHODOLOGY WHEN TEACHING ENGLISH LANGUAGE IN A TECHNOLOGY UNIVERSITY

**Jumaniyozova Malohat Rikhsievna**  
Senior Lecturer of the Department of Uzbek  
Language and literature of the Tashkent chemical  
Institute of Technology. Uzbekistan.

## ANNOTATION

*The article briefly presents the history of the application of the project method and the implementation of project activities in teaching foreign languages, gives examples of tasks for organizing project activities in modern textbooks in English, identifies the problems of performing such tasks and formulates the need to form project competence of students, for which an attempt is made to determine the essence and content of project competence in the form of its main components.*

**KEY WORDS:** *project activity, project method, definition and components of project competence.*

## ВОПРОСЫ ОРГАНИЗАЦИИ ПРОЕКТНОЙ МЕТОДИКИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В ТЕХНОЛОГИЧЕСКОМ ВУЗЕ

**Джуманиёзова Малоҳат Рихсиевна-**  
Старший преподаватель кафедры Узбекского  
языка и литературы Ташкентского химико-  
технологического института. Узбекистан.

## Аннотация:

*В статье кратко представлена история вопроса применения метода проектов и реализации проектной деятельности при обучении иностранным языкам, приведены примеры заданий для организации проектной деятельности в современных учебниках по английскому языку, обозначены проблемы выполнения подобных заданий и сформулирована необходимость формирования проектной компетенции обучающихся, для чего предпринята попытка определить сущность и содержание проектной компетенции в виде ее основных компонентов.*

**Ключевые слова:** *проектная деятельность, метод проектов, определение и компоненты проектной компетенции.*

The relevance of the chosen topic is due to insufficient research of the conditions and factors of the effectiveness of the organization and the use of project activities in teaching a foreign language. According to educational standards, secondary school is designed to form a universal personality with a

system of knowledge and skills, as well as a set of various personal qualities, capable of forecasting and analysis and ready for communication and interaction not only in their native language, but at least in one foreign language. To achieve this goal, it is proposed to use the project activities of students. This goal is



also reflected in the Federal State Educational Standard (FSSES) for secondary complete education. The project activity, which allows reaching a qualitatively new level, has already found application in various educational institutions. She not only helps students to reveal their leadership and other personal qualities, motivates project participants, but also teaches them to work in a team, independently, and, in addition, to adequately assess their strengths and weaknesses, to bring what has been started to the end. The use of project activities finds its special opportunities in foreign language lessons. This is due to the fact that society places high demands on not only its knowledge, but also free ownership.

Both in world and domestic pedagogical science and practice, numerous attempts to consider the content of the concept of project activity and to characterize the method of projects, as well as to apply it in the learning process have been made repeatedly. In Uzbekistan, at the beginning of the twentieth century, a group of teachers under the leadership of Abdulla Avloniy is making efforts to introduce the project method into teaching, but not so successful [8]. In foreign pedagogy, the American psychologist D. Dewey gives a detailed description and justification of the project method [4]. Attempts to revive this method in the 90s in our country were undertaken by I.A. Winter [5]. At the turn of the XX and XXI centuries, in his works E.S. Polat presents a methodological description of the use of project activities and examines the features of its use in the implementation of the academic discipline "foreign language" [6].

Currently, the authors of various educational and methodological complexes in a foreign (in particular, English) language regularly refer to the project method and offer assignments for the implementation of project activities. So, for example, in the educational and methodological complex "Enjoy English-3" [6], third-year students are given the opportunity to make a toy for a Christmas tree, the main steps for making crafts are described, and a list of materials that must be used in the work is given. In the educational and methodological complex "Spotlight-5", students of the fourth year of studying English are given the task to draw a map; make a sundial [3]. In the 1st year (educational-methodical complex "Enjoy English-1". Freshmen who study English are invited to come up with a model of a robot, answer questions to determine the purpose for which this robot was created, and then present a presentation-story about the work done ...

In practice, however, in the implementation of these project tasks, a number of obstacles arise and contradictions arise: examples of tasks similar to the above can be found in almost every textbook on a foreign language, but teachers, as a rule, omit them, students do not perform these tasks. Why is this happening? It seems that this happens due to the fact

that to complete such a task, neither in educational-methodical complexes, nor in teaching materials the main thing is given for the teacher: it is not shown how to prepare for the implementation of project activities, technologically work out the project, how to interact with the teacher with students and students with each other at the stages of preparation and implementation of the project. Educational and methodological materials do not take into account the interests of the students themselves at the stage of defining the project idea, do not provide students with the opportunity to present their ideas, address them to others. The lack of technology for the development of the project and its planning (that is, the sequence in which certain stages must be performed) is very significant, the content is not reflected and the speech material in the target language is not presented. It is also unclear how to evaluate the final product, since there is no set of criteria and a scale for assessing, and it is also unclear who should evaluate the project results. Finally, in the scheduling and thematic planning, there is no time for the implementation of the project. However, it is obvious that if students cannot develop skills in project activities in secondary school, then, faced with the need to carry out this type of activity at work, in a university, they will not be able to show their best.

Therefore, it seems advisable not to put up with the situation when the task is given to make a project, but in practice its implementation becomes almost impossible. The solution is seen in the development of project competence, which will prepare students for project activities.

Analysis of the pedagogical literature shows that such issues as the content and essence of project competence, as well as the theoretical and methodological foundations of its formation in the educational process, were not sufficiently reflected in it. Therefore, the task arises to reveal the essence and content of the project competence of students in the process of learning a foreign language.

The term "project competence" itself is already found in research, but not in a sufficiently developed form. Following such researchers as I.A. Zimnyaya, E.S. Polat, I.A. Sergeev [5, 6, 7], it seems possible to define project competence as an integrative characteristic of a subject, expressed in a person's ability and readiness for independent theoretical and practical activities in the development and implementation of projects in various fields, and also highlight the following main components of project competence: 1) cognitive - knowledge of the essence of design, the peculiarities of organizing relevant activities in the native and foreign languages, types of projects, awareness of the age and personal needs of the participants; 2) activity-based - knowledge of the technology of designing and evaluating various types of projects, the design



process, the result of the corresponding activity, the ability and willingness to organize any project activity in the native and foreign languages; 3) sociocultural - knowledge about the national and cultural characteristics of the country of the target language, the culture of speech behavior; 4) linguistic communicative - the level of proficiency in a foreign language and the ability to communicate in it to achieve the goal; 5) reflexive-evaluative - the ability to adequately assess project activities and their results, readiness for reflection.

The effectiveness of the implementation of the designated components of project competence is largely ensured by the student's personal qualities (readiness for reflection and self-organization, motives of activity, volitional qualities, optimism, belief in oneself and one's own strengths, etc.)

Project work involves careful planning and flexibility on the part of both the trainer and the learner. Due to the dynamic nature of this activity, not all problems can be foreseen; moreover, sometimes the project may move in a different direction than originally planned. The design work is organic and unique to each class. This makes such work interesting, stimulating and meaningful for the participants.

## LITERATURE

1. **Biboletova M.Z., Denisenko O.A., Trubaneva N.N.** *Enjoy English. English with pleasure: a textbook for the 3rd grade of educational institutions.* - 2nd ed., Rev. - M.: Publishing house AST: Astrel, 2016. -- 56 p.
2. **Biboletova M.Z., Denisenko O.A., Trubaneva N.N.** *Enjoy English. English with pleasure: a textbook for the 10th grade of general education institutions.* - 2nd ed., Rev. - M.: Publishing house AST: Astrel, 2016. -- 123 p.
3. **Vaulina Yu.E., Evans V., Dooley J., Podolyakova O.E.** *Focus English for the seventh grade of general education institutions.* - 3rd ed., Rev. - M.: Express Publishing: Education, 2016. -- 41 p.
4. **Dewey D.** *School and society / D. Dewey.* - M.: Gosizdat of the RSFSR, 1924. -- 176 p.
5. **Zimnyaya I.A., Sakharova T.E.** *Project method of teaching English / I.A. Winter, T.E. Sakharov // Foreign. lang. in the school.* - 1991. - No. 3. - P. 9–15.
6. **Polat E.S.** *Pedagogical design: from methodology to reality / E.S. Polat // Methodology of the educational project: materials of the methodological seminar.* - M., 2011. -- 123 p.
7. **Sergeeva I.S.** *How to organize the project activities of students: a practical guide for employees of educational institutions / I.S. Sergeeva.* - M.: ARKTI, 2004. -- 54 p.
8. **Shamilova O.V** *Selected pedagogical works .T.2. Tashkent 1989.*