



USING THE PROJECT METHOD IN ENGLISH LESSONS AT A CHEMICAL-TECHNOLOGICAL UNIVERSITY AS A WAY TO DEVELOP THE INDEPENDENCE OF STUDENT TECHNOLOGISTS.

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ANNOTATION

This article discusses issues related to the use of the project method in English lessons conducted by teachers of the Tashkent Institute of Chemical Technology, which contributes to the development of independence of future technologists.

KEY WORDS: *English language, project method, communicative competence, speech activity, independence skills, task.*

Использование метод проектов на уроках английского языка в химико-технологическом вузе как способ развития самостоятельности студентов – технологов

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Аннотация

В данной статье рассматриваются вопросы, связанные с использованием метода проектов на уроках английского языка, проводимые преподавателями Ташкентского химико-технологического института, которые способствует развитию самостоятельности будущих технологов.

Ключевые слова: *английский язык, метод проектов, коммуникативная компетенция, речевая деятельность, навыки самостоятельности, задание.*

When learning English, the project method has a certain place. Thanks to this method, an atmosphere of creativity is created in the lessons, each student takes an active part in the program, collaborates with each other, and interacts with other students.

The goal of teaching a foreign language is to develop communicative competence, therefore the teacher must teach students the methods of speech activity. Thus, the teacher must not only explain new material and give all kinds of exercises to practice and consolidate it, but also develop the mental activity of students.

The project method can guide students into research activities, they will discuss, talk, express their opinions and ideas.

The project method appeared at the beginning of the 20th century in America. It includes the main ideas, a system of actions, both on the part of the teacher and on the part of the student, evaluation criteria and the result of the activity.



Projects are divided into individual, pair, and group. Group projects are most often used, however, when teaching independence, the leading one will be the individual project, which the student must complete independently, without the help of classmates.

At the end of working on the project, the student must draw a conclusion and obtain a result, which will be assessed by the teacher and other students.

Students independently obtain information, analyze, compose, conduct research, draw conclusions and logical conclusions. While performing tasks, he must think creatively, plan his actions, predict possible results and their reflection on the tasks that he set at the beginning of his research.

The teacher here acts only as a consultant, a source of information. The teacher should not just convey knowledge, he should teach how to work with it.

Such projects can be used in final lessons on certain topics in foreign language lessons. For example, after the topic Sights of England, you can give the task: to create an individual project on the main attractions of England, depending on the student's preferences.

The educational and methodological complex "English Language", edited by the senior teacher of our department, Dzhumaniyazova Malokhat Rikhsievna, examines the countries of Great Britain, talks about their symbols, flags, and traditions. At the final lesson, you can assign tasks to students to independently create a project about a country. Based on the texts that were analyzed in class and using the studied lexical and grammatical units, he will have to draw up a project, the result of which will be the presentation of his statement on the topic in class.

The student can use additional reference materials, and the role of the teacher will only be that of a mentor or assistant. While working on this task, the student must independently analyze the material, carry out its synthesis, draw conclusions and lead to a certain result.

Thus, he can use both the material that was covered in the lesson and additional material that he can find on his own. He analyzes all the material, compiles it, draws the main conclusions, and then independently presents it to defend projects in class.

The mini-project allows students to develop their thinking, develop independent work skills, the student learns to independently remember and reproduce information, and apply the knowledge received from the teacher in class and in practice.[4]

To work with projects, students must be able to work well with text, with reference material, conduct a discussion, listen and hear the interlocutor, express their thoughts and analyze the results obtained.

While working with the project, students go through a number of stages:

- Organizational stage, which determines the theme of the project.
- Preparatory stage, where the student is informed of the main goal of the project and its content. Here the main role is assigned to the teacher, who must explain the main goals and objectives of the project.
- Defense of the project occurs only by students, and the teacher is a spectator. He should not comment, correct or express his opinion on the project.
- At the last stage, reflection is carried out, that is, summing up the results of projects and drawing a conclusion.

Such mini-projects are widely used in practice after completing a topic.

The project method is training that is aimed at developing the personality of students. According to the results of this work, students' motivation increases and stress is relieved.

The project method is aimed at ensuring that students firmly grasp the knowledge that was previously acquired in class. In the project method, the role of independent work is great. It can be high, both in an individual project and in a pair or group project, because even in a group, tasks are divided between students, and each is responsible for his own. As a result of the project method, students learn to work in a team, express their opinions, and listen to others.

An important condition for the success of educational activities is the development of attention. But in order to develop attention, students must clearly understand the task that the teacher sets for them, receive an algorithm of actions that will lead them to certain results.



For example, you can give independent tasks when learning new vocabulary and consolidating it. For example, fill in the gaps in sentences with words that make sense.

Will you _____ our society of young scientists?

Look at his dirty shirt. He has just _____ with Sam

What _____ of people are they?

Have you ever heard of the London Zoological _____?

The teacher must give clear instructions to students, namely: read the sentences, understand the meaning without inserting a word, try to select words from those previously studied, read the entire resulting sentence, draw a conclusion about whether the sentence was received correctly or not.

Students can analyze their answers themselves, and then independently complete tasks using the same algorithm, but without the need for the teacher to repeat it.

Next, students may be offered a variant of exercises, where they will need to select from the presented lexical units those that will fit into a certain gap. But the execution algorithm will be exactly the same.

Fill in the blanks with words read/go/watch/play/listen

1) My parents _____ to classical music.

2) Do you _____ music magazines?

3) We _____ to the beach every weekend.

4) I often _____ DVDs on Sundays.

5) My brother and I _____ computer games.

The teacher will need to create special developments that will help in organizing students' independent work. With their help, students will perform operations that will be aimed at developing attention, thinking and memory.

But the material that is presented in the Educational and Methodological Complex for a Foreign Language is often not enough, so the teacher should independently compile handouts that will be aimed at training and consolidating the studied lexical and grammatical material.

P.V. Sysoev notes that exercises aimed at developing students' independence should include memorizing poems or songs, listening to authentic songs, and reading aloud [2].

You can also use exercises in foreign language lessons, for example: Listen and make a plan, find inconsistencies with the text after listening to the audio material. That is, students must learn to predict results. They must learn to analyze and synthesize the received material.

For example, listen to the beginning of a phrase, then finish it. Come up with the ending of the story, or the main part if the beginning and end of the story are given.

Listen and repeat Ikram's actions on Monday. And then give a brief overview of it. Ikram usually gets up at 8am every Monday. He goes to the bathroom and takes a shower at 8.10 am. He gets dressed and has breakfast at 8.20 and 8.30. he brushes his teeth after breakfast, at 8.40. at 8.45 she meets her friends and they go to college together. Today the first couple speaks English. The lesson is taught by teacher Muqaddas opa Musakhanova. She is very strict. Classes end at 16:00. After them, she goes home and has dinner with her parents at 19.00. He does his homework from 7.30 to 9.00. and then she goes to bed.

Arkusova I.V. in his work "Modern pedagogical technologies in teaching a foreign language (structural and logical tables and practice of application)" says that the creative level of students helps them develop the skills and abilities to carry out the necessary search and solution of communicative problems that are complex.

For example, students are given the task of listening to a text and expressing their opinion on a given problem, or answering problematic questions about the content of this text [1, p. 128].

Listen to Ikram's average Monday and then briefly describe your day.

In foreign language lessons, independent work, according to E.I. Passov and N.E. Kuzovleva goes through four interconnected and mutually deriving stages:



1. Preparatory (the teacher must give the task to the students, explain the basic requirements, advise students on this problem, and help in searching for additional literature).
2. Independent work of students (the teacher's task is to interest students, encourage them to complete the assigned task. Students must move from simple tasks to more complex ones, be able to use reference materials, dictionaries, and their imagination).
3. Final (at this stage, students transfer work in class to homework, analyze all the material, generalize it, and draw conclusions).
4. The final stage is the selection of creative tasks [3, p. 640].

However, independent work in the classroom also has a number of disadvantages. These include:

- students do not always know their psychological characteristics of memorization, and teachers, in turn, do not want to compose their own didactic materials, but use only the tasks and exercises given in the Educational Methodological Complex, which most often are not enough for students to develop good skills in given topic. Teachers cannot teach students to work with dictionaries and reference books that are given either in the Educational Methodological Complex or in additional literature;
- students often do not see the purpose of independent work, do not understand its significance, do not understand why it is needed and how it will be assessed in the conclusion. If a student during his school years only completed the tasks assigned to him by the teacher, now it is difficult for him to immediately switch to independent work, especially if he does not know its basic principles and laws.

The teacher's task is to explain to each student the goals and objectives of independent activity, show the results that are required of them, help them get started, and then mentor them;

- Most often, independent work either repeats the class work or is not connected with it at all. Thus, it is difficult for students. In modern educational and methodological complexes, the role of independent work is assigned to a very small role. Therefore, the teacher's task is also to distinguish between independent work in class and at home. Show students what they should do in class, and how much material they should be given for independent study at home;
- Some teachers do not have clear criteria for checking students' independent work. And they, in turn, understanding this, do not try to perform it efficiently. Often independent work can be checked using tests that can be found on the Internet and done using an interactive whiteboard. Therefore, if the class has the necessary equipment, knowledge testing can take place quite quickly, however, if in a secondary school there is no opportunity to use computer technology in the classroom, the teacher must independently find ways to test work that will be correct so that students see their assessment. activities.

To ensure the interest and attention of students, all materials for independent work should be interesting and entertaining, aimed at self-development and increasing motivation among students.

Thus, the project method is one of the most accessible and good methods that are aimed at developing students' independence in foreign language lessons, since the main goal of the method is the development of independence, creativity, abilities for self-realization, independent thinking and self-decision making.

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