

THE ROLE OF THE PROJECT METHOD IN TEACHING A FOREIGN LANGUAGE

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Among the various and numerous areas of new technologies that have proven their effectiveness and prospects, we have identified the following: project method, cooperative learning, multi-level training.

From the listed new pedagogical technologies, we chose the project method, because it allows us not only to solve the problems of mastering a foreign language, but also to form the appropriate personality qualities of a future graduate of a specialized University.

The purpose of using the project method is to form a person who has a systematic thinking, who is able to understand the social context of the problems being solved and who is able to understand the moral responsibility for the social and humanitarian consequences of decisions in the development of which he participates as a performer.

Any project activity is carried out in several stages and there is the following typology of projects:

Table №1

PROJECT TYPOLOGY

Typological features	Type of project
1. The dominant method in the project	1. research 2. information 3. practice-oriented 4. introductory training

	5. creative-gaming
2. Subject-content area	1. monotremata 2. cross-subject 3. subject-specific
3. Nature of project coordination	1. direct (hard, flexible) 2. hidden (implicit, imitating a member of the project)
4, The nature of the contacts	1. Domestic or regional 2. Intercultural
5. Number of project participants	1. personal 2. paired 3. group
6. The duration of the project	1. short-term 2. medium-term 3. long-term
7. By controlling functions	1. final report 2. current

Inter-subject, group, medium-term, research, information and practice-oriented projects that are characterized by open, flexible coordination, both external and internal contacts are the most adequate for the implementation of the goals of teaching foreign languages in a non-linguistic University.

In real practice, you have to deal with mixed types of projects. Introductory training, games, creative projects are often integrated in practice-oriented research, they allow you to diversify the process of mastering a foreign language, creating a positive motivational background of foreign language learning in students, stimulates their learning activity [1].

The effectiveness of using project technology in foreign language education is ensured by the implementation of such key positions as learning effectiveness (a high

level of achievement of the set goal, achieved due to the intellectual and emotional content of topics), economy (assimilation of the maximum possible amount of material per unit of study time, due to external (speech) and internal (creative) activity, accessibility (learning in an environment of cooperation and a positive emotional microclimate, consideration of significant problems for students, based on their personal experience, interests and cognitive abilities), high motivation in language acquisition.

The project method has distinctive features (table 2):

table 2

DISTINCTIVE FEATURES OF THE PROJECT METHOD [2]

No	Name	Description
1.	Dialogic	it allows students to interact with each other during the project: exchange ideas, Express their opinions, hear and understand other points of view. Dialogue in the project method refers to the experience of establishing relationships that contribute to mutual enrichment, self-development, and the experience of moving towards one's integrity.
2.	Creativity	it is connected with the creative solution of a problem situation, which determines the beginning of active thinking activity, independence of students.
3.	Contextual! ty	it involves working on projects that are close to the future professional activity' of students.

4.	Integration	it involves the synthesis of knowledge, information from different Sciences and academic disciplines for the study of problems.
5.	Manufacturability	it is connected with the organization of scientific and educational activities of students at certain stages of the project.

Having analyzed the above, it is advisable to note the main requirements for using the project method, according to E. S. Polat:

1. the presence of a significant research, creative problem / task that requires integrated knowledge, research search for its solution;
2. practical and theoretical significance of the expected results;
3. independent activity of participants in the classroom or outside of school hours;
4. structuring the content of the project;
5. use of research methods: definition of the problem, the resulting research tasks, hypotheses for their solution, discussion of research methods, design of the final results, analysis of the data obtained, behavior of the results, correction, conclusions [3].

Thus, when using design in foreign-language education, the process of forming foreign-language competence acquires a personally significant character, since the subject knowledge is directly associated with its actual use.

Priority is given to the independently planned and implemented nature of work on the project by students, during which speech communication organically interacts with other activities: research or artistic and creative. When working on a project, students develop creative thinking, independence in decision-making, the ability to freely Express thoughts, and responsibility for achieving results [4].

To sum up, the project method is currently one of the most interesting and most promising forms of innovative foreign language teaching in higher education, allowing for maximum consideration of factors that contribute to the effective development of foreign language communicative competence of University students.

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