



MODERN EDUCATION: ENGLISH CLASS PROJECT

K. E. Turabaeva

English Teacher of Karshi Engineering and Economics Institute, Uzbekistan

A B S T R A C T	K E Y W O R D S
<p>The article is devoted to the main approaches that the key element of all projects is the ‘theme’ – the basic idea. Whether the pupils are working individually or in groups they are all concerned with the same basic theme. This theme should be open enough to encourage creativity and provide a focus, but not so open as to confuse your pupils.</p>	<p>projects, encouraging creativity, providing a focus, modern education.</p>

We often hear phrases such as: “Children are our future.” But do we think about what our children's future depends on? A person of the XXI century is a creative person. He must be active, dynamic, efficient, strong-willed, confident and capable. For many years, the Uzbek school system was scientific and educational, and the teacher in it was an informant of knowledge. In modern society, the role of foreign languages is becoming more and more important. Quality foreign language education for schoolchildren is an integral part of modern education. The basis of modern foreign language teaching is a system-activity approach that allows active educational and cognitive activity of the student, and the structure of the educational process takes into account the individual age, psychological and physiological characteristics of the student. I'm putting the project method is universal to achieve the goals of modern education and has been used for many years in Western and home teaching methods in teaching various subjects. What are the positive effects of project methodology in English classes in schools?

1. Project work is creative work. Develops imagination, cognitive activity and activates the research component of learning.
2. Project work is a personal activity in which students write about themselves, their families, their opinions, etc. You can write essays, short stories, screenplays, diaries, newspaper articles, advertisements, create posters, and more. Books, consultation of encyclopedias, conduct of interviews - as a result, learning materials of textbooks, separate sections.
3. Project work involves the activation of students' work — they write, cut, paste, search for photos and pictures, consult reference books, encyclopedias, conduct interviews — as a result, the studied material of the textbook, a separate section.
4. The project work is suitable for students with different psychological types, such as auditory, visual and kinesthetic, as it involves different types of activities.
5. Project work is a communicative activity in which projects are presented and students discover the value of communicating in a foreign language. Project work prepares students for real communication. Project work in English classes is closely related to writing skills. Before starting project work,

students have to go through several stages of writing a creative work. Let's look at the stages of writing in an English lesson. - Normative activities. Children should know what to write about and how to write (ideas, choice of topic). - Write an essay. At the advanced level, in addition to practical mastery of writing skills, mastery of general skills, and knowledge of what constitutes creative work.

Like the introduction, the main part consists of some points and is the conclusion. Creating a project can be a difficult task, especially for young students. Providing a model to work with simplifies the task and increases the chances of success. During this phase, students acquire only the initial skills that prepare them for project work: write from a template, complete sentences, create captions, and use photos to structure your story. Early stage students need classroom interaction, pair and group work. This is how children learn to work together, motivating them to learn a language. A balance between sample letters and free letters is a prerequisite for the initial stage. To teach writing effectively, the next step is to learn to write according to patterns, and then move on to more free writing, which requires imagination and a shift to personal experience. These activities gradually lead to project activities. Free writing tasks such as: writing about hobbies and holidays should be used very carefully and only if you have prepared in previous lessons. Such ill-prepared tasks often result in numerous errors. This is a difficult experience for both students and teachers. Using a sample will greatly improve your results. Project work in the English classroom is a process of synthesizing and automating what is learned and communicating it through personal experience and personalization. This project aims to use the vocabulary material examined in the section. Use of previous knowledge is encouraged. The learner's goal is to use the learned vocabulary units in familiar and new contexts. This is the main purpose of project work in English classes where students learn to use and combine language skills and work independently. The stages of the project work itself may vary depending on the type of project (not considered in this article). These are:

1. Division into group or individual works.
2. Choice of topic, type of presentation.
3. Determine the purpose of each group. Each member of the group;
4. Appointment of a responsible person within the group.
5. Create a project work plan. 6. Gather the necessary materials.
7. Group discussion and review of collected material.
8. Teacher review of the draft to correct possible errors.
9. Defect exclusion;
10. Project presentation.

Elementary school students are given the task of drawing, cutting out, and creating captions, and in the next level, they are given the task of writing simple sentences to accompany the drawing demonstration. Projects may vary in the sources of materials and resources used, depending on the student's level of knowledge and language learning. Projects can be presented in many ways: **static: oral, visual; dynamic: dramatizations: scene reenactments: interviews: reviews: multimedia presentations: quizzes.**

Students should understand what skills they need to develop to do their project work: language, communication and social issues. Both writing and especially projects are ways of using language as a means of communication and activating one's own knowledge. In the project, language units and grammatical models are used consciously, repeated and fixed; facilitate the use of lexical units next time. They are used creatively, in new circumstances, forms and contexts. Students rethink the use of

words. The scheme works: word recognition, accuracy of use, automation, fluency, repetition. At all stages of language learning, we must use the same language units over and over again in order to activate and then expand knowledge. This is relevant both for primary education and for high school students. The main valuable feature of the projects is that students work independently, are responsible for their work. Therefore, students need to be taught self-assessment and assessment in a group. It is very important that students know what they are doing the project for, what it means to them in terms of language. Students should answer the following questions:

What sources of information did I use?

What tools did I use to present the project?

What language skills did I use when preparing the project?

What language units did I use?

What new language units did I learn while preparing the project?

How did we work together?

What should I do to make it better next time?

For the presentation and discussion of the project, the teacher can offer a list of expressions: We'd like to present a project... It was done by... Our project is about... First, we'd like to... And now have a look at the photos (pictures, maps, etc.) that illustrate... From my point of view... The project, (description of..., illustration of ...) is great, fantastic, terrific, boring, wonderful, interesting, nothing special, good, excellent etc.

References

1. Sarah Villiers, Tim Ward, «Oxford Professional Development Program», guidelines, Oxford University Press, 2006, — p. 21
2. Sarah Villiers, "Introduction to the communicative methodology of teaching English". Handbook for Teachers of Russia, Oxford University Press, 2007, — p. 18
3. V. P. Kuzovlev. The book for the teacher of the 10th grade, Enlightenment, 2013, — p.51
4. E. S. Polat. The method of projects in a foreign language lesson. Foreign languages at school No. 2,3, - 2000, pp. 29, 57
5. N. D. Galskova, Z. N. Nikitenko. Theory of teaching foreign languages. — M. Iris Press, 2004, p.76
6. Artemova, N. I. Modern education. Projects at the English language lesson / N. I. Artemova. — Text: direct // Actual tasks of pedagogy: materials of the V International Scientific Conference (Chita, April 2014). — Vol. 0. — Chita: Publishing House Young Scientist, 2014. — pp. 87-89. — URL: <https://moluch.ru/conf/ped/archive/102/5360/> (accessed: 05.12.2022).