



DEFINITION OF THE ESSENCE AND CONTENT OF THE PROJECT COMPETENCE OF FOREIGN LANGUAGE LEARNERS

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Abstract

The article briefly presents the history of the application of the project method and the implementation of project activities in teaching foreign languages, provides examples of tasks for the organization of project activities in modern English textbooks, identifies the problems of performing such tasks and formulates the need for the formation of 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.

Keywords: project activity, project method, definition and components of project competence.

The relevance of the chosen topic is due to insufficient research of the conditions and factors of the effectiveness of the organization and application of project activities in teaching a foreign language. According to the educational standards, the secondary school is designed to form a universal personality with a system of knowledge and skills, as well as a set of different personal qualities, capable of forecasting and analysis, and ready to communicate and interact 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. The Federal State Educational Standard (FSES) for Secondary Complete Education also reflects this goal. The project activity, which allows us to reach a qualitatively new level, has already found application in various educational institutions. It 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 finish what they started. The use of project activities finds its special opportunities in foreign language lessons. This is due to the fact that society places high demands not only on its knowledge, but also on its free possession.



Both in the world and domestic pedagogical science and practice, numerous attempts have been made 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. In Russia, at the beginning of the twentieth century, a group of teachers under the leadership of S. T. Shchatsky made efforts to introduce the project method in 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 made by I. A. Zimnaya [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 considers the peculiarities 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 language (in particular, English) students regularly refer to the project method and offer tasks for the implementation of project activities. So, for example, in the educational and methodological complex "Enjoy English-3" [6], students of the third year of study have the opportunity to make a toy for a Christmas tree, describe the main steps for making crafts, and give a list of materials that need to be used in their work. In the educational and methodological complex "Spotlight-5", students of the fifth year of studying English are given the task to draw a map; make a sundial [3]. In the 10th grade (the educational and methodological complex "Enjoy English-10" [2]), high school students studying English are asked to come up with a model of a robot, answer questions that allow them to determine the purpose for which this robot was created, and then present a presentation-a story about the work done. In practice, however, when implementing these project plans, there are a number of obstacles and contradictions: similar examples of tasks given 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 is due to the fact that to perform such a task, neither in the educational and methodological complexes, nor in the methodological materials for the teacher, the main thing is not given: it is not shown how to prepare for the implementation of project activities, technologically develop the project, how to interact with the teacher 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 determining the project idea, do not provide students with the opportunity to present their ideas, address them to others. Very significant is the lack of technology for the development of the project and its planning (i.e., in what order you need to perform certain steps), the content is not reflected and the speech material in the language being studied is not presented. It is also unclear how to evaluate the final product, since there is no set of criteria and evaluation scale, and it is also unclear who should lead the evaluation of the project results. Finally, the calendar and thematic planning does not provide time for the implementation of the project. However, it is obvious that if students are not able to form the skills of project activity in high school, then, faced with the need to carry out this type of activity at work, at university, they will not be able to express themselves from the best side.

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

The analysis of the pedagogical literature shows that it does not sufficiently reflect 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. Therefore, the task is 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, and I. A. Sergeeva [5, 6, 7], it is possible to define project competence as an integrative characteristic of a subject, expressed in the ability and readiness of a person for independent theoretical and practical activities for the development and implementation of projects in various fields, as well as to identify the following main components of project competence:

- 1) cognitive-knowledge of the essence of design, features of the organization of relevant activities in the native and foreign languages, types of projects, awareness of age and personal needs of participants;
- 2) activity-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 their native and foreign languages;



- 3) socio-cultural-knowledge about the national and cultural characteristics of the country of the language being studied, the culture of speech behavior;
- 4) linguocommunicative – 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 the project activity and its result, the willingness to reflect.

The effectiveness of the implementation of the indicated components of the project competence is largely ensured by the student's personal qualities (readiness for reflection and self-organization, motives of activity, strong-willed qualities, optimism, faith in oneself and one's own strength, etc.). Project work involves careful planning and flexibility on the part of both the teacher and the students. Due to the dynamic nature of this type of activity, not all problems can be anticipated; moreover, sometimes the project may move in a different direction than originally planned. The project work is organic and unique for each class. This makes such work interesting, stimulating and meaningful for the participants.

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