

Project – Based Teaching at Schools and Lyceums

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Abstract: Project-based means a project-based approach. In the Uzbek language, this term is often used as "project-based", "project-based" or "project-oriented". In this approach, projects are planned and implemented to achieve a specific goal or outcome. Example: In education: "Project-Based Learning" (Project-Based Learning) directs students to acquire knowledge by solving problems or performing real-life tasks. This article highlights a thousand advantages of project-based teaching in schools and lyceums, as well as the problems encountered and their solutions.

Key words: project-based, collective project method, project methods, creative project method, research-based project, integrated project.

In management: "Project-Based Management" refers to organizing and implementing the tasks of an organization in the form of separate projects. That is, the main feature of this method is to organize each work as a project oriented to the final result. The pedagogical goal is the pedagogical process. It is accepted as a pedagogical task at the stage of preparation for organization. The success of pedagogical activity depends on the understanding of the nature of various tasks one after the other. In particular, in the preparation of students for the profession, it is necessary to specify the types of pedagogical general (general for pedagogical activity), dependent (tasks that clearly express the essence of a certain stage of the pedagogical process, i.e. tasks of a stage taken separately), special (existing and emerging situations), it is important to focus on their readiness to perform. Because timely understanding and fulfillment of these tasks creates the right approach to professional activity. It is known that, especially in the era when the teaching methodology of a subject cannot be imagined without the pedagogical field, it helps to explain the reasons for the activity of the teaching and learning process by fulfilling its goals and tasks. The issue of activation of educational activities was studied, interpreted, scientifically and theoretically justified by various researchers from the point of view of the time, the world of science of that time. [1] Special research has been conducted on the problems of updating and changing the forms, methods and tools of education, which are perfected over time, adapting them to the age and individual characteristics of the learner, and creating special pedagogical and psychological conditions of education. In particular, G.N. Ibragimova, while analyzing the researches related to the development of the theory of education and personal cognitive activity, points out that it is possible to see a number of models of teaching in pedagogy today. Project-based teaching is a vital, real problem. It features a dynamic classroom-lesson approach that is designed based on active learning that ensures deep learning. According to Yasser Dar, Finley M. Patrick, E. Blayne, Davis W. David, and others, PBL provides a fluid way to learn by presenting clear evidence or by asking questions, posing problems, suggesting their scenarios. It will be based on an active learning and inquiry-based teaching style, as opposed to reliance on paper, memorization, and teacher-led instruction.

John Larmer, John Mergendoller, and Susie Boss argue that project-based learning is a powerful teaching approach that, in its implementation, has:

- encourages students to learn;
- prepares pupils and students for higher education, profession, setting points of professional growth (planning individual professional trajectory), socially active citizenship;

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When the project method is used in the teaching practice, the student develops various abilities, while in the traditional teaching, "knowledge" is given. In traditional education, the descriptive-explanatory method of teaching is the priority in imparting knowledge to the student. The educational process is fully controlled by this method, students are monitored, and the subject is asked in a reproductive form. The main goal of this approach is to form knowledge, skills, qualifications, and re-depict the leading view of activity.[2] The project method is focused on the person being trained. One of the indicators of personality development is students' mastery of observation skills (synthesis, comparison, generalization, categorization, induction, deduction, abstraction, etc.). The most important thing is that the student needs to develop his personality, to change himself, to develop the emotional and image sphere, and to acquire the skills of emotional value relationships

Project-based teaching in this way is an effective alternative to the classroom-lesson system. But it cannot completely replace the traditional norm. Because the world education system has accumulated a golden reserve of pedagogical methods, approaches, and technologies for a hundred years. According to experts, the project method is used as an addition to other forms of education, and it turns out as an acceleration of the growth of the individual. From the point of view of the teacher, the educational project or research is an integrative didactic tool of development, teaching and upbringing

Project-based teaching methods in schools and lyceums

Project-based teaching serves to organize the educational process in an innovative, interactive and creative direction. Below are the main methods used to implement project-based teaching in schools and lyceums:

1. **Problem-Based Learning (Problem-Based Learning).** Pupils identify a problem and propose a solution to solve it. Example: Creating a project to identify and eliminate environmental problems at school.
2. **Collaborative Project Work.** Students divide into small groups and work to achieve a common goal. Group members complete their tasks and present the final result. Example: Modeling a historical city or based on scientific experiments conduct research.
3. **Research-Based Project.** Students conduct independent or collective research. This method develops students' research, analysis, and evaluation skills. Example: Studying the stages of development of local culture.
4. **Integrated project method (Interdisciplinary Projects).** Projects are carried out by combining different disciplines. Students study the same problem from the perspective of different disciplines. Example: Creating a robotics project using physics, mathematics and informatics.
5. **Creative project method (Creative Projects).** It is aimed at developing students' creative abilities. Example: Creating scenes, videos or artistic works.
6. **Practical project method (Hands-On Projects).** This method is based on practical experiences and product creation. Example: Designing renewable energy sources.
7. **Project based on digital technologies (Digital Projects)** Students create electronic resources, applications or websites using technologies. Example: Developing a mobile application for education.
8. **Experiential Learning.** Students work on a project by gaining experience in a real environment. Example: Organizing a social project in cooperation with a local enterprise.
9. **Role-Based Projects.** Students play different roles, analyze situations and propose solutions. Example: Simulated negotiations on political issues.
10. **Exhibition-Based Projects** The results of the project are presented in the form of an exhibition or public presentation. Example: Organization of school science exhibitions or quest games.



The main stages of project implementation:

1. Goal setting: Defining the topic and purpose of the project.
2. Planning: Implementation phases and resource planning.
3. Implementation: Implementation of the project.
4. Presentation: Presenting the final results to the class or a wider audience.
5. Evaluation: Analyzing the effectiveness of the project and drawing conclusions. These methods make it possible to make the educational process interesting, effective and close to practice for students of schools and lyceums.[3]

Difficulties encountered in project-based teaching in schools and lyceums

Project-based learning requires an innovative and creative approach, but a number of challenges must be overcome to successfully implement it. The main problems encountered in the application of this method are analyzed below:

1. Lack of resources

Financial Constraints: Purchasing the materials, equipment, and technology required for a project can be expensive.

Lack of technological support: Non-availability of computers, internet and other modern technologies.

Lack of space and time: Lack of dedicated laboratory, workshop or other work space for projects.

2. The need to improve the qualifications of teachers. In order to implement project-based teaching, it is necessary for teachers to master new methods and technologies. Some teachers are resistant to project-based teaching or lack experience.
3. Time constraints. It is difficult to allocate enough time for the implementation of projects due to the density of educational programs. It takes a lot of time to plan, implement and evaluate projects.[4]
4. Level of preparation of students

Some students do not have the ability to work independently on a project or to cooperate in a team. Students' creative and critical thinking skills may not be sufficiently developed. Difficulties in maintaining responsibility and order may arise.

5. Readiness and support of parents

Some parents may not understand the benefits of project-based learning or express distrust in this method. Unwillingness to cover additional costs for projects.

6. Difficulties in evaluation. It is difficult to develop clear and fair criteria for evaluating project work. It is difficult to determine the individual contribution of each student. More attention is paid only to the result than to the project process.
7. Lack of motivation. Some students are not interested in participating in projects or show slow activity. In group work, some students work harder, while others only try to benefit from the result.
8. Uncertainties in implementation. Goals and tasks are not defined clearly enough at the initial stage of the project. Unplanned problems occur during the project[5].
9. Specific limitations of the national education system. Excessive dependence on traditional education methods. Inadequate reflection of the project approach in the state education standards. By overcoming these difficulties, project-based teaching it is possible to increase the efficiency and improve the quality of education. Project-based teaching in schools and lyceums is an important part of the modern education system, it is the development of students' creative thinking, the formation of practical skills and serves to prepare them to solve life issues independently. This approach, in contrast to traditional teaching methods, encourages students to create results by using



knowledge instead of just learning. It also serves to form their skills. This method has great potential in bringing education closer to practice and creating the foundation necessary for students' future success. Therefore, the wider implementation of project-based teaching in schools and lyceums should be one of the strategic directions of the development of the national education system.

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