USING PROJECT METHODS IN TEACHING A FOREIGN LANGUAGE

Alimova X.[1]
Alimova Xurshida Tolqinovna.[1] - *Teacher of department of foreign languages,
faculty of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan*

Abstract: Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

Key words: project methodology, development, innovative technologies, educational process, students, foreign languages, teacher.

A method of projects, thus, is the set of educational and cognitive modes which allow solving this or that problem as a result of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity. [1]

---

[1] Irgashev M.U. Information Technology In The Process Of Learning A Foreign Language In A Non-Linguistic University//Economy And Society. № 6(73) -S.: 2020.

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems

The project method is a way to achieve a didactic goal through a detailed development of a problem, which should end with a very real, tangible, practical result. The basis of the project method is learning in the course of drawing up and executing projects, that is, some educational tasks that students solve in their imagination or in practice and have specific goals.

The method of debates. It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to

formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language, but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activation of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows solving problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

_____

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

The methods submitted above are only less part of the whole list of various effective methods of teaching a foreign language. The teacher should remember that each of the submitted methods works more effectively if they are combined and applied together at every lesson. It is impossible to allocate the best and most effective of them, every teacher himself chooses for himself what method approaches for each concrete case better.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

References:

1. Irgashev M.U. Improving the quality of training of students with use of information technologies //Economy and society. № 6(73) -S.: 2020.

_____

2.   N.A. Odilova. The role of The competency format for presenting the Results of professional education//Economy and society. № 6(73) -S.: 2020.

3.   Rodrieguez, R. J. & White, R. N. (2003) From role play to the real world. Rowley, MA: Newbury House Publishers, Inc.

4.   Berer, Marge and Frank, Christine and Rinvolucri, Mario. Challenge to think. Oxford University Press, 2002.

5.   Shaw, Corsini, Blake & Mouton, 1980; Horner & McGinley, 1998.