

PROJECT ACTIVITY IN PRIMARY SCHOOL

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DOI: **10.5958/2249-7137.2022.00213.0**

ABSTRACT

The article analyzes the main approaches of modern domestic teachers to the problems of project education, and notes that this type of activity is perceived as a way to increase the motivation of students. Also, project activities provide a high level of cognitive interest, the integration of theoretical knowledge with practical experience and contributes to the development of creative activity. The article highlights several types of scientific and project activities of students and provides a brief description of them.

KEYWORDS: *Education; pedagogical technology; project activity; creation; students; universal learning activities*

Everything that I know, I know why I need it and where, and how I can apply this knowledge.

Bernard Show

INTRODUCTION

Project activities really help to teach children to learn on their own. After all, when preparing a project, children learn to understand a bunch of information, look for a description, and so on. So there is a very big future for project work in elementary school. The method of projects in elementary school requires the integration of students' knowledge in various subject areas: this is music, and the world around them, and fine arts, and literary reading, and local history, and ecology, and technology, and the Russian language. The topics of projects of students of this age are closely related to the subject content, since visual-figurative thinking characteristic of this age, curiosity, interest in the world around them push students to choose a topic based on the specific content of the subject, and not on the basis of an analysis of their experience and their problems. In the framework of the traditional class-lesson form of education, it is sometimes difficult for the teacher to do this. Of course, organizing such a complex type of work with students as the implementation of projects in an elementary school is not an easy task that requires strength. Significant time. Enthusiasm. Properly organized project activities fully justify these costs and give a tangible pedagogical effect, primarily related to the personal development of students. Namely, project activity is one of the most effective tools. I will share my experience of working on projects. I've been working on projects for three years now. Each project is a very real thing for a student who knows the goals, can anticipate difficulties, and make a plan for his simple work. The simplicity of projects ensures the success of their implementation, gives strength and desire to work on others. How is the work on projects in our class built? [1]

I use the following project steps:

1st - immersion in the project;

2nd - organization of activities;

3rd - implementation of activities;

4th - presentation of results and reflection

The teacher formulates the problem of the project, but not every problem forces a person to act. The topic of the project should be given in general terms, and the children will discuss it, think it over, maybe reformulate it, or even choose the topic of the project on their own. It should be a topic that children would be interested in working on. When there is a clear idea of the project problem and its goal is clear, we plan the work. Planning is a challenge for many children. Here you need to help him, and not plan instead of him. A memo with questions helps you develop a plan for your project. Answering these questions, the student determines the tasks, ways of working at each stage, determines the deadlines for work, identifies available and missing resources. At this stage, students look for the necessary information using books, Internet resources, consult with adults on the topic of the project, visit libraries, conduct surveys and questionnaires, experiments and research. The received information is analyzed and systematized. Prepare a presentation. The presentation is the showcase of the project. The most important skill that children acquire in the course of project activities is the skill of public speaking. Children learn to present their work concisely and convincingly. Students also prepare for the fact that the author will have to answer questions from the public. Any question on the topic of the project gives the author another chance to show his competence. Parents are involved in the work on projects, who throughout the work motivate children, advise, observe, help in collecting information, designing. However, it is important that parents do not take on part of the children's work on projects. To this end, I hold parent-teacher meetings, where I explain to parents the essence of the project method and its significance for the development of the personality of children, and I conduct special consultations for parents whose children are already participating in the project. The problem of choosing the necessary method of work has always arisen before teachers. But in modern conditions, we need methods that allow us to organize the learning process in a new way, the relationship between teacher and student. Students today are different, and the role of the teacher should also be different. How to organize desire-based learning? How to activate the student, stimulate his natural curiosity, motivate interest in self-acquisition of new knowledge? Therefore, I consider the use of the project method in elementary school relevant and very effective.

Such activities can be carried out in two directions: within the framework of classroom activities with all students and in extracurricular activities. In our school, work is carried out in these two areas, which makes it possible for each student to fully realize their aspirations and abilities. The priority task of the modern school is to create the necessary and complete conditions for the personal development of each child, the formation of his active life position. At present, it is necessary to form social competencies, social activity among students and do this through project activities.

A project is understood as a set of interrelated actions taken to achieve a specific goal within a given period within the framework of available opportunities. Project activities are understood as different types of activities that have a number of common features:

- 1) Aimed at achieving specific goals;
- 2) include the coordinated implementation of interrelated activities;
- 3) have a limited duration in time, with a definite beginning and end;
- 4) to a certain extent unique and unrepeatable.

The purpose of work on projects in elementary school: Personal development and creation of the foundations for the creative potential of students.

Tasks

1. Formation of positive self-esteem, self-respect.
2. Formation of communicative competence in cooperation:
 - ability to treat people kindly and sensitively, to empathize;
 - Formation of socially adequate ways of behavior.
3. Formation of the ability to organize and manage activities:
 - education of purposefulness and perseverance;
 - formation of skills for organizing the workspace and rational use of working time;
 - formation of the ability to independently and jointly plan activities and cooperation;
 - Formation of the ability to independently and jointly make decisions.
4. Formation of the ability to solve creative problems.
5. Formation ability to work with information (collection, systematization, storage, use).

Work on the project is preceded by a necessary stage - work on the topic, during which children are invited to collect a variety of information on a common topic. At the same time, students themselves choose what exactly they would like to learn within the framework of this topic. In further work on projects, the compiled general encyclopedia or card file can serve as one of the main sources of information on the topic.

Suggested course of action:

1. Familiarization of the class with the topic.
2. Selection of subtopics (fields of knowledge).
3. Collection of information.
4. Selection of projects.
5. Work on projects.
6. Presentation of projects.

The teacher chooses a common theme or organizes its choice by the students. The criterion for choosing a topic may be the experience of the teacher on this topic, the richness of various sources of information on a particular topic, the desire to implement any project related to the plot of any topic. When choosing a subtopic, the teacher should not only offer a large number of subtopics, but also suggest to the students how they can formulate them themselves. Classical sources of information are encyclopedias and other books, including those from the school library. In addition, these are video cassettes, encyclopedias and other materials on CDs, adult stories, and excursions. The stories of adults are understood not only as stories of parents to their children, but also conversations, interviews with specialists in some field of activity, including during meetings of specialists with children specially organized at school. Possible excursions are excursions either to museums or to operating enterprises (it may turn out that one of the parents works there). In addition, adults can help children get information from the Internet.

After information has been collected on most of the subtopics, the teacher states this fact, reminds latecomers to hurry up, and discusses with the children what projects (crafts, research and activities) are possible after studying the topic. The result of work on the topic is a collected and systematized file on the topic.

Projects differ from each other:

- Result:

- crafts (toys, books, drawings, postcards, costumes, models, models, etc.);

- Events (performances, concerts, quizzes, KVN, fashion shows, etc.);

- Number of children:

- individual activity (the resulting product is the result of the work of one person); in the future, personal items can be combined into a collective product (for example, an exhibition of student work);

- Work in small groups (crafts, collages, layouts, preparation of competitions and quizzes, etc.);

- Duration (from several hours to several months);

- The number of stages and the presence of intermediate results (for example, when preparing a performance, preparation of costumes can be singled out as a separate stage);

- Set and hierarchy of roles;

- The ratio of time to perform activities in school and outside of school;

- The need to involve adults.

Children are completely free to choose in which of the projects proposed by the teacher they will participate. To ensure freedom and expand the field of choice, it is recommended to offer projects of different characteristics (long-term and short-term, individual, group and collective, etc.). Also, if a child is known to be good at something in particular, you can tie the project to a theme and give the child an opportunity to prove themselves in what they are good at. When distributing roles in projects, in addition to the actual wishes of the children, it is recommended to be guided by the abilities of the students known to the teacher and their psychological characteristics.

The issue of hierarchy in projects is a delicate issue and, on the one hand, allows you to create favorable conditions for the development of leadership qualities and the ability to cooperate in a team, and on the other hand, it requires careful monitoring of the joint activities of children in situations of cooperation and subordination (temporary subordination within the framework of one project). It is especially successful if such observations can be carried out by a child psychologist. Each project should be brought to a successful conclusion and leave the child with a sense of pride in the result. To do this, in the process of working on projects, the teacher helps children measure their desires and capabilities.

After completing the project, students should be given the opportunity to talk about their work, show what they have done, and hear praise in their address. It is good if not only other children, but also parents are present at the presentation of the results of the project. If the project is long-term, then it is advisable to single out intermediate stages in it, as a result of which children receive positive reinforcement.

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