

## **USING PROJECT METHOD IN TEACHING STUDENTS OF AGRICULTURAL HIGHER EDUCATION INSTITUTIONS**

*Uzbekistan, Samarkand, English teacher*

*Hasanova Shahnoza Zohirovna*

**ABSTRACT:** The paper addresses the issue of utilizing the project approach to teach agricultural higher education students a foreign language. It is demonstrated that the incorporation of the Internet into daily life includes the incorporation of Internet resources into the learning process. As one of the forms of current technologies in education, the employment of the project approach in the educational process increases student motivation. The article discusses the many sorts of projects and their aims for students at a non-linguistic institution based on their language background. The effort results in the creation of a series of pupils working on their own creative endeavor.

**Keywords:** motivation, project method, independent research

An important aspect of the use of information and communication technologies in the educational process is increasing the motivation of non-linguistic university students through the use of the global Internet, the potential of which in the implementation of the educational process as a whole, and teaching a foreign language in higher education in particular, is manifested in the creation of a common educational space, increasing professional integration of teachers. One of the primary responsibilities of the teacher is to instill a desire to study in his or her students. Motivation is the process that determines whether or not an individual moves toward a goal, as well as the elements that impact activity or passivity. The primary component of motivation is incentive, which is a behavioral manifestation of one's needs being met. Nowadays, it is difficult to encourage a student using traditional approaches due to the rise of media, the Internet, and a large number of social networks that pique the attention of young people. The teacher's job is

to channel this enthusiasm into the learning process. The student should be the major protagonist in this process, with the instructor acting as an assistance and information collaborator. A project method or a project approach of teaching is effectively implemented to address the provided problem, after all the "I-factor" or "ego-factor" presuming reflection of all training through the personality of the student, via their interests and requirements is extensively utilized [4, p.10]. In the context of an English lesson, the project is a collection of acts that culminate in the development of a creative, final result. Students autonomously carry out tasks that have been particularly planned by the teacher. Its worth stems from the fact that students must autonomously acquire knowledge, process it, and deliver it to an audience. [7, p. 61]. The project method's distinguishing characteristic is its unique organizational structure. Students are encouraged to submit a topic related to their personal interests for work. The topic should be written in such a way that students would draw information from related sectors while working on it, therefore comprehending inter-subject links. Traditionally, it has been assumed that the project technique should be utilized with students who have a sufficiently high level of foreign language abilities, however mini-projects can also be carried out with students from the beginning of their English language study. It is best to utilize this strategy as a last control action at the end of a completed subject. At this point, the project approach allows you to demonstrate, apply, and apply what you've learned. The project focus for senior students may encompass numerous themes and extend throughout the semester. Barysheva E.V. offers the following stages of the organization and design of this active method of interaction in English lessons [2]:

Stage 1: The instructor reports language project subjects.

Stage 2 entails pupils developing motivation and taking an active role in autonomous speaking and presenting a speech in English.

Stage 3 consists of the creative presentation and display of the projects themselves. These proposed strategies for designing student project activities in non-linguistic

colleges may likewise be utilized to learn any language topic if they fulfill the following criteria [2]:

1. Students and teachers recognize the practical and theoretical-scientific value and efficacy of the work completed;

2. The structural and detailed design of all phases of work gradually diminishes the role of the instructor while increasing students' autonomy and responsibility.

3. Using all four language characteristics in foreign language teaching with novel types of student involvement. The projects are quite diverse. Their decision is influenced by the features of the group in which the project will be conducted as well as the students' speciality. You can select one of the following alternatives based on the group's level, the year of study, and the topic covered:

- role-playing, dramatization, and staging; - study projects on nation studies, history, ecology, geography, and literature; - creative projects (essays, translations, scripts, and posters); - multimedia presentations, mini-films.

Initially, common discussion themes such as "Family," "Meals," and "Shopping" are skillfully staged and dramatized. At this level, there is a lot of interest in research projects that are relevant to the major issue being investigated. Students with a higher level of language competence are eager to work on projects that require them to survey or question students from their own or a related faculty on topics such as "Modern Education: pros and cons," "Parental and child problems," and "Ecological problems in my city (region)." Regardless of the project type and theme, work will be completed in the following order [7]:

1. Choosing the project's shape and content. This stage takes place in class, and all pupils in the group participate. It is natural in many organizations to divide students into teams, each of which will operate independently.

2. Gathering and debating pertinent facts. This stage takes place outside of the classroom, and the instructor can serve as a consultant if necessary.

3. Information organization and presentation, based on the type of project chosen. Students' personal talents, such as their ability to convey content clearly and convincingly, as well as their ability to operate on a computer with various applications, are completely exhibited here.

4. Project presentation to the class. It is up to the students to decide how the presentation will be carried out. It can be performed by a single person (individual presentation) or by the entire group (group presentation). The presentation time should be planned ahead of time. This organizes and disciplines the speaker/speakers and prepares them for future public speaking.

5. Results discussion and summary. This stage begins with a panel discussion and concludes with a speech from the teacher. When evaluating the final product, the instructor should take into account a number of criteria that students should be aware with from the start of their work on the project. The quality of the content offered, the logicalness of the presentation, the depth of study, the culture of the presenter's speech, the grammatical and lexical design of speech, the use of ICT, and the reasonableness of replies to questions are all examples of these. Obviously, while using the project approach in education, the instructor has various purposes in mind:

1. Realization of a student's creative potential as a subject of independent educational activity.

2. Increased personal drive to participate in educational activities.

3. Establishment of intersubject relationships.

4. Incorporation of the topic mastering process into real-world information and educational, project and research, as well as social and cultural activities.

5. Creating circumstances for students' educational competency in their subject of study and their growth as linguistic personalities [6, p. 158]. Thus, using the project method in the process of student training increases motivation, allows them to feel like a valuable member of the team, allows them to realize themselves at different stages of work, allows the teacher to simultaneously control the acquired knowledge and skills,

develops students' search and processing skills, teaches students speaking skills, and introduces new educational technologies into the educational process.

## REFERENCES

1. Aseev, V.G. Motivatsiya povedeniya i formirovanie lichnosti (Motivation of Behavior and Personality Formation). / V.G. Aseev - M.: Mysl' publ., 1976.158 p.
2. Barysheva, E. V. Osobnosti prepodavaniya angliyskogo yazyka v vuzakh i ssuzakh studentam neyazykovykh spetsial'nostey (Peculiarities of Teaching English in Institutes of Higher Education and Secondary Specialized Educational Institutions to the Students of Non-Linguistic Specialties) [Elektronnyy resurs]. Retrieved from: URL: <https://scipress.ru/pedagogy/articles/osobnostiprepodavaniya-angliyskogo-yazyka-v-vuzakh-i-ssuzakh-studentam-neyazykovykhspetsialnostej.html> (дата обращения: 5.07.2020).
3. Durnitsina O.F. "Urok-proekt" (Project Lesson) //Inostrannye yazyki v shkole (Foreign Languages at School) – 2005. No. 4.P. 48-52
4. Zimnyaya I.A., Sakharova T.E. "Proektnaya metodika obucheniya angliyskomu yazyku" (Project Methodology of English Language Teaching) //IYaSh(Foreign Languages at School) – 1991. No.3. P. 9-12
5. Martynova, A. S. Internet-resursy kak neot'emlemaya chast' uroka angliyskogo yazyka (Internet Resources as an Integral Part of the English Language Lesson). Rol' agrarnoy nauki v razvitii lesnogo i sel'skogo khozyaystva Dal'nego Vostoka: materialy II Natsional'noy (Vserossiyskoy) nauchnoprakticheskoy konferentsii (The Role of Agrarian Science in the Development of Forestry and Agriculture of the Far East: Proceedings of the II National (All-Russian) Scientific and Practical Conference), 08-09 noyabrya 2018 g.: v 3-kh ch. Ch. III / FGBOU VO Primorskaya GSKhA; otv. red. S. V. Inshakov. – Ussuriysk, 2018. P.138-141.
6. Palagutina M. A., Serpovskaya I. S. Innovatsionnye tekhnologii obucheniya inostrannym yazykam (Innovation Technologies of Foreign Language Teaching) [ Tekst] // Problemy i perspektivy razvitiya obrazovaniya: materialy Mezhdunar. nauch. konf. (g. Perm', aprel' 2011 g.). T. I. — Perm': Merkurij publ., 2011. P. 156-159. Retrieved from: — URL <https://moluch.ru/conf/ped/archive/17/578/> (дата обращения: 20.03.2018)
7. Poddubnaya, Ya. N. Ispol'zovanie metoda proektirovaniya kak sposob povysheniya motivatsii studentov (Using the Project Method as a Way to Increase Students' Motivation). Problemy vnedreniya rezul'tatov innovatsionnykh razrabotok: sbornik stat'ey po itogam Mezhdunarodnoy nauchno-prakticheskoy konferentsii (Problems of Introduction of Results of Innovative Developments: a Collection of Articles on the Results of the International Scientific and Practical Conference) (Ekaterinburg, 18 sentyabrya 2018 g). – Sterlitamak: AMI, 2018. – P. 26- 29. <https://elibrary.ru/item.asp?id=35566528>