

PROJECT ACTIVITIES IN RUSSIAN LANGUAGE LESSONS

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Abstract. This research paper provides design training at Russian language lessons at Tashkent State Agrarian University in conditions are created under which students independently and willingly acquire the missing knowledge from various sources and develop research skills in particular, the ability to identify problems, collect information, observe, and conduct experiment, analysis, hypothesis and generalization.

Keywords: General educational skills, lecturer, Russian language lessons, project, project and research activities, students, vocabulary.

INTRODUCTION

Project activity is pedagogical technology, focused not on the integration of factual knowledge, but on their application and the acquisition of new knowledge through self-education. The method provides scope for the creative initiative of students and lecturers, implies their friendly cooperation, which creates a positive motivation for the student to study.

Project is valuable in that during its implementation, students learn to acquire knowledge on their own, gain experience in cognitive and educational activities. If a student receives research orientation skills at the University in the flow of information, learns to analyse it, generalize, see a trend, compare facts, draw conclusions and conclusions, then it will be easier to adapt in future life due to a higher educational level. The need for technology is an objective requirement, and therefore, as a rule, each teacher develops it over time. Here we can go in two ways:

- create your own technology;
- adopt what is open to others.

Project method was first formulated and described in detail by an American educator, William Keel Patrick, in the first quarter of the 20th century. Education should provide not only the knowledge that will be needed in a future career, but also the knowledge, skills that can already help a student today in solving his vital problems of life. In other words, the University is not a place for training future professionals, but a place where a student lives and learns to live in a complex environment, to work and communicate with other people, and, in particular, to acquire the necessary knowledge. To achieve this, training should focus on the interests and needs of students and be based on personal experience.

METHODS OF RESEARCH

Project is literally something thrown forward. Recently, this word has firmly entered our lives, and is most often associated with bold and original undertakings in the field of human intellectual or practical activity, symbolizing the novelty and non-standard approach to solving problems. The most important feature of the project method, reflecting its essence, is the independent activity of students. They are active participants in the learning process, not passive extras.

For successful project training, conditions should be created under which students:

- independently and willingly acquire the missing knowledge from various sources;
- learn to use acquired knowledge to solve cognitive and practical problems;
- acquire communication skills by working in groups;
- develop research skills;
- develop systemic thinking.

In the rational use of project activities should be located the main requirements:

- The presence of a significant research or creative problem or task requiring a search for its solution.
- The problem raised in the work should be, as a rule, original.
- The basis of the activity should be independent (individual, paired, group) work of students.
- Using research methods.
- The work performed should demonstrate the depth of knowledge of the chosen field of study by the author.
- The work must comply with the established formal criteria, must demonstrate the presence of theoretical and practical achievements of the author.

The application of the project method in the lessons of the Russian language and literature, first of all, has the following goal: to increase the practical, skill-forming orientation of the content. At the same time, priority is given to active, interactive, game, laboratory methods, research activities, methods of creative self-expression.

Creating a problem-motivational environment in the lesson is carried out in various forms: conversation, discussion, brainstorming, independent work, organization of a round table, consultation, seminar, laboratory, group work and role-playing games. Russian as a school subject is fertile ground for project activities.

The lecturer often encounters problems such as a lack of reader interest among students, a narrow horizons, a lack of analysis and generalization skills. Interesting group work gives students the opportunity to feel the subject, gain new knowledge, and the teacher to solve the above problems.

Research projects are completely subordinate to the logic, albeit small, but research, and have a structure that approximates or completely coincides with genuine scientific research.

Work stages	Content of the work	Students activities	Lecturer activities
Preparatory	Defining the theme and goals of the project	Discussion and topic selection	Offers project topics
	Highlighting subtopics in the project topic	Select a subtopic or suggest a new subtopic	Joint discussion of project subtopics
	Formation of creative groups	Micro-grouping, distribution of responsibilities among team members	Organizational work to unite students in groups
	Preparation of materials for research	Joint work on the development of tasks, questions for search activities, selection of literature	
	Establishment of methods for presenting results (report form) and criteria for evaluating the result and process	Discussion and adjustment of the presentation of the result and assessment criteria	Offers report forms and sample assessment criteria
Planning	Identification of sources, methods of collecting and analyzing information	Correction and addition of teacher suggestions	Offers basic literature, ways of collecting information
Project development	The implementation of the accumulation of information by working with literature, questionnaires, experiments, etc., its generalization	Search activities for the accumulation, systematization, synthesis of information	Consultations, coordination of students
Reporting Results	Reporting according to the selected report form	Reporting according to the selected report form	Consultations, coordination of students
Presentation	Submission of completed work	Performance report	Organization of examination with the invitation of university lecturers, university students
Grading	Evaluation of work according to the developed criteria	Participation in the assessment through collective discussion and self-assessments	Joint assessment with an expert group, identification of unused opportunities, potential for continuing work

Fig.1. The activities of the lecturer and students in technology activities in the Russian language lessons

Structure of research projects:

- argumentation of the relevance of the topic adopted for research,
- determination of the research problem, its subject and object,
- designation of research tasks in the sequence of accepted logic,
- determination of research methods, information sources,
- putting forward hypotheses for solving a designated problem, determining ways to solve it,
- discussion of the results, statement of conclusions, presentation of the research results, identification of new problems for the further course of the study.

Creative projects require appropriate presentation of the results. Such projects, as a rule, do not have a detailed structure of the joint activities of participants.

Information projects. This is a type of project originally aimed at collecting information about an object, a phenomenon, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience.

Such projects, like research ones, require a well-thought-out structure, the possibility of systematic correction in the course of work on the project.

Structure of the information project can be indicated as follows:

- purpose of the project,
- subject of information retrieval,
- sources of information (media, interviews, questionnaires, brainstorming),
- information processing methods (analysis, generalization, comparison with known facts, reasoned conclusions),
- information search results (article, abstract, abstract, report, video, etc.),
- presentation.

Practice-oriented projects are distinguished by the result of the activities of the project participants clearly indicated from the very beginning. Moreover, this result is necessarily focused on the social interests of the participants themselves.

Game projects. In such projects, the structure is only planned and remains open until the end of the project. Participants take on certain roles due to the nature and content of the project. These can be literary characters or fictional characters. The results of such projects can be outlined at the beginning of the project, but can only emerge at the end of the project.

An educated person in modern society is not only and not so much a person armed with knowledge, but able to obtain, acquire knowledge, do it purposefully as he needs to solve the problems he faces, knows how to apply existing knowledge in any situation. In this regard, new problems for education arise: the formation of students' information and communication competencies. An innovative search for new means leads teachers to understand that we need activity, group, game, role, practice-oriented, problematic, reflective and other forms and methods of training.

Significant role in solving these problems is played by the method of educational projects, which in recent years has become increasingly popular among educators.

Literature as a subject matter is a wonderful, fertile ground for project activities. Literary teachers often encounter problems such as a lack of reader interest among students, narrow horizons, and a lack of analysis and generalization skills.

Interesting work in the group will allow students to feel the subject, gain new knowledge, and the teacher to solve the above problems. Knowledge of history, world art culture - disciplines related to literature - can and should help in the work on a literary project.

The method of the educational project is one of the personality-oriented technologies, a way of organizing independent activities of students aimed at solving the problems of the educational project, integrating the problematic approach, group methods, reflective, presentational, research, search and other techniques.

At the mind of every project is a problem. The aim of the project activity is to find ways to solve the problem. The algorithm for preparing for the launch of an educational project on literature can be represented in the form of a scheme:

Project problem	"Why?"	Relevance of the problem - motivation
Objective of the project	"What for?" (we are doing a project)	Aim setting
Project objectives	"What?" (for this we do)	Setting aims
Methods and techniques	"How?" (we can do it)	Choosing a way and methods, planning
Result	"What will happen?" (as a solution to the problem)	Expected result

Fig. 2. Training project in the form of a diagram

In the most general form during the implementation of the project, the following stages can be distinguished:

1. Immersion in the project;
2. Organization of activities;
3. Implementation of activities;
4. Presentation of results.

Therefore, the assignment required from students not only knowledge of the content of the work, a creative approach to work, but also organizational, communicative skills.

Such tasks cause great interest among students, revitalize the learning process, as a rule, students cope well with this task. And the teacher, firstly, gets an additional opportunity to deepen students' knowledge on the topic, because during the presentation of their works, students argue the choice of certain subjects of works, give a generalized description of the main characters. Secondly, the teacher studies the individual abilities of students, oversees their collective activities, identifying intellectual leaders and students who need the support of a teacher.

Project assignments for literature in grades 1-3 courses keen interest among students, create conditions for the integration of knowledge from various fields of art. Work on various projects continues in the following classes.

The development of information and communicative competence of 1st year students will be facilitated by the preparation of a project based on the lyrics of F.I. Tyutchev. As you know, Tyutchev's poetry is not deeply understood by students, it does not always find an emotional response in their souls.

At the 1st stage - immersion in the project, the teacher should arouse students' interest in the topic of the project, outline the problem field, placing emphasis on significance. As a result of problematization, the teacher together with the students will determine the goal and objectives of the project - the search for ways to solve the project problem.

At the 2nd stage, the teacher organizes students in groups, determining the goals and objectives of each of them. For example:

Present a short biographical sketch;

Collect and present material on the poet's art world in various directions:

- Philosophical views of Tyutchev and philosophical poetry;
- Nature in the early and late lyrics of Tyutchev;
- Features of the composition of poems;
- The role of antithesis in the poems of the poet and others.

When determining tasks for each group, it is necessary to take into account the nature of the task: abstract, research, or creative. And in this regard, we use a differentiated and individual approach, taking into account the educational opportunities, interests, and inclinations of students. The personality-oriented aspect of project activity is also manifested in this. At the second stage, work planning for solving the tasks of the project occurs.

Stage 3- implementation of activities. It is at this stage that students show great independence in the search for information on the topic, in acquaintance with critical literature in magazines, monographs, on the Internet, selection, analysis, systematization, and generalization of material. Of course, students should be proficient in all the methods and technologies that they use in independent work.

When students do not have enough knowledge, any skills, an opportune moment comes for the submission of new material. The teacher constantly monitors whether the course of activity is proceeding normally, what is the level of independence, because when preparing a project, not only the result of the work is important, but also the process of acquiring new knowledge and skills.

Stage 4 - presentation of the project - as one of the goals of the project activity is mandatory both from the point of view of the student and from the point of view of the teacher, as it is at the presentation that a sense of completeness appears. This stage is necessary for the analysis of what has been done, self-esteem and external evaluation, demonstration of results.

The product of students' project activities will be thematic articles of an abstract nature, essays on personal impressions, analysis of poems, research articles on the analysis of various aspects of the poet's skill, illustrations for Tyutchev's poems.

Problem	Tyutchev's poetry is not deeply understood by students, does not always find an emotional response in their souls
Why?	Lack of knowledge about the life and work of the poet
What to do?	Philosophical poetry is difficult for students to perceive
How?	Tyutchev's poetry is not sufficiently studied in the middle classes.
What i need to get? (result)	To study the life and work of the poet in an accessible, attractive for students form

Fig. 3. Scheme of work on the educational project "F.I. Tyutchev's poetry", 1 course

For successful work at the stage of presentation, it is necessary to teach students to express their thoughts concisely, to build a message in a logically connected manner, to prepare

visibility, to develop a structured manner of presentation of the material. Here you will need techniques of introspection and reflection. In this regard, the role of the teacher is significantly increasing, which generalizes, summarizes, and provides an assessment. Undoubtedly, an important outcome of the students' work is the evaluation of the results, where the project participants share their opinions, the teacher evaluates the students' activity, creativity, quality and the volume of sources used.

RESULTS

Third of students want to study, but they want to do it in a manner familiar to them, they know how to learn, but prefer to do it using the means and methods known to them. This position of students is understandable, that is, they subjectively interpret the effectiveness of training through safety, and they want predictability of learning actions.

Cognitive motivation in this case is high. In modern conditions, the teacher must do everything possible so that the student experiences joy from the efforts made survives the success of achieving the goal. The student, receiving theoretically justified methods of action, knowledge, can independently develop such methods of action in unfamiliar situations or new ways to solve the problems posed. This is precisely what the project method contributes to.

The basic requirements for using the project method can be determined by three questions:

- what for?
- for what (whom)?
- as?

The first requirement is the presence of either a subjective or socially significant problem for the student. It is very important that when using the project method, the problem is not offered to the students in a finished form, as is often the case with problem methods, but with the help of various techniques, visual aids, students are led to an independent formulation of the problem and hypotheses for its solution. The wording of the problem is the answer to the question "why?".

The second requirement: the practical, theoretical or cognitive significance of the intended results, i.e. the student must be aware of where and how he can apply the acquired knowledge, which product of the project will be its logical conclusion.

The correlation of the problem and the practical implementation of its solution make the project method so attractive for the education system.

The third important characteristic of the project method is its independence, which is determined, on the one hand, by the ability to show one's abilities, independently choose ways to solve the problem, and, on the other hand, by personal motivation for the project.

Each new project not only relies on the experience of students on the previous project, on the formed skills, but also contributes to the growth of new knowledge and skills.

CONCLUSION

Consequently, the development of a project is the path to self-development of a person through the recognition of their own needs, through self-realization in objective activity. Among the modern pedagogical technologies in recent years, the project activities of students have become increasingly popular, because it:

- Personally oriented;
- It is characterized by an increase in interest and involvement in the work as it is completed;
- Allows you to implement pedagogical goals at all stages;
- Allows you to learn from your own experience, on the implementation of a specific case;
- It brings satisfaction to students who see the product of their own labor.

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