

FEATURES OF TEACHERS' PROJECT ACTIVITIES IN THE EDUCATIONAL PROCESS

Eshpulatov Shakir Nabievich

Lecturer at the Department of Pedagogy and Physical Education, SamDU UF

Shodiyorova Muxlisa

2nd-year student of Mathematics and Informatics, SamDU UF

Annotation: The article is devoted to the peculiarities of the project activities of the teacher in the process of innovative education, according to which the use of project technology in the educational process serves to ensure the effectiveness of students' activities.

Key words: modelirovanie, issledovanie, sotrudnichestvo, znanie, umenie.

Within the framework of academic subjects, general didactics and specific methods require addressing the problems related to developing students' independence and self-development skills and abilities. This necessitates the search for new forms and methods of teaching and updating the content of education. In recent years, there have been attempts to solve this issue in primary schools, particularly through organizing project-based activities.

The success of educating and nurturing students depends on how well a teacher has mastered project activity, as this kind of activity allows for improving technological solutions based on the situation, and developing new educational approaches and methods.

According to V.S. Bezrukov, project-based activity is "primarily about developing the main components of the future activities of learners and teachers." In any design object—whether a pedagogical system, process, or situation—the main part consists of the participants' activities. Therefore, it is primarily the activities of the teacher and the learner that are designed. Design is a task for every pedagogue (alongside organizational, cognitive, and communication skills), enabling the technologization of the educational process. V.S. Bezrukov also emphasizes the connection between pedagogical project activity and pedagogical technology: "A pedagogical technology is developed in the design process and through it, which ensures the development of the participants in the pedagogical process." We agree with the view that technology is the product of design.

Project-based activity includes the following: problem analysis; setting objectives; selecting tools to achieve the goal; searching for and processing information; analyzing and summarizing it; evaluating results and drawing conclusions.

Subject-related activity consists of three parts: object-related, activity-based, and communicative. Project activity is one of the methods of developmental learning, aimed at forming independent research skills (defining a problem, collecting and processing information, conducting experiments, analyzing results), developing creative abilities and logical thinking, integrating knowledge acquired in the learning process, and helping understand the essence of real-life problems.

The goal of project-based learning is for students to comprehend and apply the knowledge, skills, and competencies gained during their study of various subjects.

The goals of the teacher's project activity include:

✓ Teaching planning (the teacher must be able to define the goal and outline the main stages to achieve it);

- ✓ Forming the skill of gathering and processing informational material (the teacher must be able to select the necessary information and use it properly);
- ✓ Developing analytical skills (creative and critical thinking);
- ✓ Developing written reporting skills (the ability to create a work plan, present information clearly, prepare explanations, and have an understanding of necessary literature and bibliography);
- ✓ Fostering a positive attitude toward the work (the teacher must take initiative and strive to complete the work on time according to the planned schedule).

According to G.E. Muravyeva, the level of a teacher's mastery in project design is determined by the degree to which they have developed the skills of anticipation, planning, design, and modeling.

Pedagogical project design is a type of professional activity in which the teacher, considering natural and social laws, anticipates the future process and result of student development within a certain time frame. The project of the upcoming educational process is the product of such design.

Design differs from modeling in its purpose. A project aims to materialize the designed object in reality; a model is created for investigation. If a model is created first and a project is developed based on it, modeling can become a component of project design.

Design is closely related to forecasting. They both aim to provide insight into future didactic events. However, unlike a project, a forecast has a probabilistic nature and anticipates the outcomes of a didactic process. A project reconstructs those processes. Thus, forecasting can be included in the project design process.

Construction is also a part of project design. In our opinion, it involves creating material tools to implement the technological process.

To some extent, project design includes modeling, forecasting, planning, and constructing elements of the future educational process. It is a complex activity requiring a teacher to possess practical, didactic, methodological, and technical knowledge, as it outlines the imagined real educational process.

In conclusion, effectively organizing a teacher's project activity enables students to work actively with educational materials, create their own projects, and acquire new knowledge and skills. By addressing challenges such as misaligned objectives, ineffective time management, and poor evaluation methods, project-based learning supports the achievement of quality educational outcomes.

References:

1. Безрукова В.С. Педагогика. Проективная педагогика. Учебное пособие. – Екат-бург: Деловая книга, 2006. 152 с.
2. Муравьева Г.Е. Проектирование технологий обучения. Учебное пособие. -Иваново, 2001. 44 с.
3. Муслимов Н. А., Уразова М. Б., Эшпулатов Ш. Н. Касб таълими ўқитувчиларининг касбий компетентлигини шакллантириш технологияси //Тошкент: Fan va texnologiya. – 2013. – Т.: 160 б.
4. Эшпулатов Ш. Н., Пардаева Г. С. Глава 7. Подготовка будущих учителей начальных классов к инновационной деятельности в системе высшего образовательного учреждения //Innovations in education. – 2015. – С. 69-86.



5. Уразова М. Б., Эшпулатов Ш. Н. Педагогическое проектирование как эффективный способ организации самостоятельной работы студентов //Педагогические науки. – 2012. – №. 4. – С. 14-18.
6. Эшпулатов Ш. Н. Implementation of pedagogical design in preparing the future teacher for innovative activities// Eurasian Scientific Herald. -2023, Volume 21| June