

PROJECT WORK ON THE ACQUISITION OF GENERAL AND PROFESSIONAL LANGUAGE COMPETENCIES BY STUDENTS OF UNIVERSITIES OF SOCIAL AND HUMANITARIAN AREAS

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***Abstract** – In this article, we decided to share our experience and propose a methodological development that uses innovative pedagogical technologies with interactive teaching methods for high school teachers and university professors who teach the Russian language discipline in an audience where Russian is not their native language.*

***Key words:** literature, era, classical, art, image subject, cognitive power, education.*

I. Introduction

The project work is designed for a total of 6 hours: 4 hours outside the classroom, as independent work of students under the guidance of a teacher and 2 classroom hours. In the pedagogical annotation given at the beginning of the article, you can get detailed information about the goals and objectives, the planned learning outcomes and the order of project work. Each teacher of foreign languages, including the Russian language, is an experimenter in his field of activity. The different level of competence of students studying the Russian language makes the Russian language teacher always in search of updated methods and the most effective teaching technologies - this will ensure positive results and success in teaching the Russian language.

Each teacher of foreign languages, including the Russian language, is an experimenter in his field of activity. The different level of competence of students studying the Russian language makes the Russian language teacher always in search of updated methods and the most effective teaching technologies - this will ensure positive results and success in teaching the Russian language. The thesis "Education for life" was replaced by the thesis "Education for life". In this regard, educational goals have also changed, in particular the tasks and methods of teaching students. An urgent task for teachers of Russian (as a non-native language), today, has become the search for effective teaching methods, there is a need to develop and implement modern educational technologies, based on the requirements of our time.

II. Literature review

The topic for the project work was chosen by the students themselves, since the information given on the topic was huge enough for the perception of students with knowledge of the Russian language at different levels, and in the same room there were students with knowledge of the Russian language and B1, B2 and C1 levels, and for 2 academic hours they would not be able to learn this material at a sufficient level.

Due to the existing situation, small groups were divided so that each small working group had one student of both C1 and B1 and B2 levels so that they could receive help from each other and

compensate each other. In the process of this kind of project activity, high school students and first-year students of universities, working together, learn to cooperate, interact, and support each other. The project work was a kind of small study for first-year students of the social and humanitarian direction; it was an introductory lesson, which was part of the discipline "Russian language", where they study survey topics on Russian literature of the 19th century: "The role of literature in shaping a person's personality."

III. Analysis

The purpose of the training: to recall, repeat and summarize the studied educational material on the general educational program on the subject "Uzbek literature" students' knowledge of literature; on the basis of new concepts to systematize their knowledge, to give an overview of the Russian literature of the 19th century so that they can answer questions on the topic. Teach them independent, search and creative work.

- **Planned learning outcomes:** By the end of the lesson, students should be able to answer questions and ask questions about literature, the purpose of literature, the goals and objectives of literature, the role of literature in society and in shaping the individual's personality. To join the literature and culture of the people whose language is being studied?

- **According to the planned project, students acquire the following competencies:** to find the necessary information from a given text and from different sources.

- Competence of work with scientific literature; competencies of oral and written reproduction of received scientific information; competencies of comparative analysis of the studied material from different sources and literature of the Uzbek and Russian peoples.

- **Type of the project according to its purpose:** the type of the practically directed subject and **the scale according to the meaning** of the application can be used in the lessons of literature, social science and in class hours on the topic "The role of literature in human life".

- The order of the project: can be applied both in classroom and extracurricular activities, presented in practical classes and can be submitted as a "portfolio" within a certain period, presented in the program "Power Point".

The process of mastering the discipline "Russian language" is aimed at the formation of the following competencies:

a) general cultural:

ability to abstract thinking, analysis, synthesis;

readiness for self-development, self-realization, self-education, use of creative potential;

willingness to work in a team, tolerantly perceive social, ethnic, and confessional and cultural differences;

b) general professional:

readiness for communication in oral and written forms in Russian and foreign languages to solve the problems of professional activity;

willingness to maintain documentation;

c) professional:

readiness for analysis and public presentation of scientific information, etc.

- at the same time, make complex and complicated sentences;
- realize the communicative qualities of speech;
- participate in scientific discussions; argue your point of view;
- build dialogues with colleagues; participate in disputes and discussions;
- learn to read and analyze literary texts of Russian classics.
- study Russian literature in its historical, consistent development during the 19th century;
- find out how it reflected and recreated the life of the Russian people;
- study the life and work of outstanding Russian writers.

“No one in Europe has created such large, world-recognized books... Nowhere in less than a hundred years has such a bright constellation of great had names appeared as in Russia... Our literature is our pride,” M. Gorky wrote.

The study of this topic helps students to understand the general properties of fiction as the art of the word, its patterns associated with the development of literary genera and types, literary trends.

During the work on the project, students will discover a new, fascinating, interesting world of literature. Learn to distinguish well from bad, to see beauty even in the most ordinary things that surround a person.

The motto of the project: *The teacher is not the most important person in the lesson, but the first among his equals.* (E. N. Ilyin.)

The motto of the project participants: “Consider that day or that hour unfortunate, in which you did not learn anything new and did not add anything new to your education. (Jan Amos Kamensky.)

The problem that should be solved during the work on the project: students discover the role of literature in society, its purpose, its impact on the formation of a person's personality. To this end, they must answer the questions posed, about literature, about its role in society, about the representatives of the literature of the 19th century, to find arguments why this century was called the "Golden Age", and began to be called classical literature.

The purpose of the project: (for what purpose the project is being carried out) develop the competence of independent work: find and sort the necessary information from the text, group concepts according to criteria, demonstrate the studied material in the form of a presentation.

End result: grouped and distributed on a conceptual table, brief information within the framework of the topic; about the role of literature in society, and in the formation of a person's personality, about the role and purpose of literature, about Russian literature of the 19th century and about representatives of the literature of this period.

Who can use the project: intended for high school students, academic lyceums and pedagogical colleges, for students of philological and socio-humanitarian areas of universities, for teachers of the Russian language and literature.

Type and form of the lesson: advanced lecture (an in-depth, modified version of the traditional lecture, where students independently study educational material), using interactive teaching methods: in this approach, a change in forms and types of activities.

Theoretical information on the topic: students are given theoretical information prepared in advance by the teacher:

1. The concept of literature as an art form.

2. The role of literature in society and in the formation of a person's personality.
3. Russian literature of the 19th century
4. Representatives of Russian literature of the 19th century.
5. The Golden Age of Russian Literature
6. Classical works of Russian and Uzbek writers and poets.
7. Step-by-step instructions on how to work on a project and work planning.

IV. Discussion

Teaching methods and techniques: Advanced lecture, design, collection of information, work with different sources of information and text, work with graphic organizers.

Learning tools: handout in the form of texts that reveal the content of the topic for each group, slides, computer, projector, cluster, conceptual table.

Forms of organization of educational activities: work in small groups, individual work of students.

Learning conditions: classroom equipped with technical teaching aids.

Forms and methods of feedback: presentation of students' learning activities, filling in the conceptual table.

Project scope: Time to complete the project: two weeks (15-16) week of the 1st semester.

Number of project participants: one subgroup (10-15 students) the group is divided into 3 small groups of 3-5 participants.

Tasks and activities of the project participants.

I. Collection of information on the following issues:

Questions and tasks for the first group

1. What is literature?
2. How did it arise, what was the need for its emergence?
3. What kinds of art do you know, what kind of art is literature?
4. What is the main subject of the image in literature?
5. How does literature affect a person?
6. What does the reader experience when reading fiction?

Questions and tasks for the second group.

7. What did Gorky say about literature?
8. What is the name of the 19th century of Russian literature?
9. What time was it in Russia in the 19th century?
10. What did the literature of this time state?
11. Who is the founder of Russian realism?
12. Who is the founder of Russian critical realism?

Questions and tasks for the third group.

13. What is classical literature?
14. What period of Russian literature is classical?
15. What centuries of Uzbek literature are classical?
16. Name the classics of Uzbek literature and their works?
17. Why has the work of leading Russian writers not lost its significance today?

18. What are the main historical events of the XIX century in Russia. Briefly write down what happened in 1812 and 1861

II. Recording information received.

III. Preparing a presentation in the form of graphic organizers (z\u\h.z, cluster, conceptual table).

□ **Guidelines for the implementation of project tasks.**

- Choose a group leader.
- Carefully read the assignments of the project
- Divide tasks and activities among project participants in a small group.
- Make a project work plan.

Full name of the participant	Tasks and activities	Content of work	Result of work	Time to complete

• Clarify sources of information, collect information, and remake it as a text or graphic organizer.

- 1 - the student prepares information in the form of a question and answer.
- 2- student as text.
- 3- student in the form of a graphic organizer.
- 4- student in the Power Point program.
- 5 - the student prepares a presentation orally.

Application №2

Support - key words and expressions. (during the lesson they may not write new words, they just use the dictionary for translation)

В течении - мобайнида - during	Отношения друг с другом – бир- бири билан муносабатлари - relationships with each other
Деятельность - фаолият - activity	Радость – кувонч
Возникли - пайдо булди - arose	Волнение – хаяжон
Наука- фан - science	Чувства гнева – қахр - ғазаб
Искусство- санъат- art	Сострадание – ҳамдардлик
Живопись- ранг -тасвир санъати - painting	Восхищение – завкланиш, гурур
Обладает, способствует- бу ерда: бирор бир кучга эга маъносида. - Possesses, promotes	Воспитывает нравственно – маънавий озуқа беради; маънан тарбиялайди.
Огромной познавательной силой – катта англаш кучига эга - Great cognitive power	Расцвет – бу ерда: гуллаб яшнаган давр - heyday
Распространение – тарғиб қилиш - Spreading	Достиг – эришди - Has reached
Просвещение и культура – зиё ва маданият - Enlightenment and culture	Идея – ғоя -idea
Изображение – тасвирлаш - Image	Эстетический вкус – эстетик дид - aesthetic taste
Мысль- фикр – Thought	Гнёт – зулм - oppression
Внутренний мир – ички дунёси - inner world	Казнить – қатл қилмоқ - execute
Воздействует – таъсир қилади - affects	Насилие – зўравонлик - violence
Одновременно - бир вақтнинг ўзида	Основоположник, родоначальник – асосчи - founder, progenitor.

Переживает - бошидан кечиради
Чувства – хис туйғулар - senses

Application No. 3 (applications are given in abbreviation)

Literature.

1 - part of the lecture.

During the centuries-old life and activity of people, various sciences and arts arose: music, painting, fiction, architecture, theater, cinema, etc.

The means of depicting each type of art are unique.

Painting speaks through colors, music through sounds, sculpture through stone.

And literature is a kind of art of the word.

Cinema and theater embody the means of expression of all kinds of arts.

Each of them has their own calling.

Literature, like science, has tremendous cognitive power. It promotes the dissemination of education and culture among the people.

The main subject of the image in literature is a person, people of a particular historical era, their thoughts, feelings, relationships with each other, their life ideals - in a word, the inner world of a person and the social life of people (*information is reduced for the article*)

Application No. 4

2nd part of the lecture.

Russian fiction has existed for several centuries. It reached its peak in the 19th century.

Remember what century of Uzbek literature is the heyday of literature and art? What is the name of this period? Who was the founder of the Uzbek literary language?

The 19th century of Russian literature is called the “**golden age**” (information abbreviated for the article)

Application No. 5

3rd part of the lecture.

Realism. The best writers of Russia truthfully reflected reality. All of them were realists. The ancestor and founder of the new Russian literature was Pushkin A.

With his work, he approved the principles of realism, manifested in the work of I.A. Krylov and A.S. Griboyedov...

The meaning of Russian classical literature.....

Classical writers enriched literature with new ideas,

The works of leading writers do not lose their significance in our time. It continues to excite a new generation of readers. They bring up aesthetic taste.....(information is abbreviated for the article)

Application No. 6

Applying a conceptual table as a graphic theme organizer.

What's this?

A **conceptual table** is a graphic organizer that is used when it is necessary to compare several

Art form	Aims and Objectives of Literature	What are the needs of society for this type of art	Activities of writers and representatives of literature	Impact on reader
Literature art form words, Life and activities People.	The main subject of the image is a person. Spreads education and culture. Has a rewarding power. Shows life in real historical conditions. Teaches you to see the world in real life: both beautiful and ugly. Show the world comprehensively.	It satisfies the spiritual, emotional, value, moral needs of a person. It gives spiritual food when a person gets tired, rests from the worries of everyday life by turning to works of art. The search for the ideal.	The product of the writer's creative search, for solving problems, moral issues that worries a writer or poet. show the inner world of a person, his thoughts, views, relationships with others, people's experiences. Pushkin. Lermonotov.	It affects the mind and feelings of a person. Multifaceted and versatile develops a person. Teaches you to see the world in real life. The reader gets acquainted with the era reflected in the work, about people, about history, customs and customs, about culture. Empathizes, rejoices, worries, feels anger.
Russian literature of the 19th century - classical realism. Golden age.	Protect the interests of the people Speak out against oppression and violence. Cultivates humanistic views. She affirmed high ideals.	The need for new ideas, views, new life. The problem of the superfluous person in society.	They supported the advanced intelligentsia, spiritualized life with the spirit of beauty. Revealed and showed the problems of society and man. Pushkin. Lermonotov. Turgenev. Gogol.	Cognition through works of literature about a new life, new views on life. The aesthetic taste of the reader is brought up.
Uzbek literature of the 15th-16th centuries. Classic literature.				

theories, laws, phenomena or events, facts, etc.

Such a table is good for methodological support of the lesson (slide, educational poster, etc.)

V. Conclusion

This strategy is used on a specific topic in the “thinking” and “thinking” phases.

What is developing?

- the skill of working with educational literature;
- research skills;
- analytic skills.

How to do it?

1. Work (acquaintance) with new information.

2. Drawing up a table.

The table vertically contains what is to be compared, and horizontally - the various characteristics by which the comparison is made. (in this case, all categories of comparison and characteristics will have to be formulated in advance by the teacher, since students work with this table for the first time.

Filling in the table. The trainees formulate categories of comparison and distribute the information under the table. (the first column is filled in with the help of the teacher, the second column is filled in by the students themselves)

Application No. 7

Concept table

Application №8

Rules for compiling syncwine (from French. Means an unrhymed poem)

1. The name of the topic in one word - a noun.
2. Description of the topic with two adjectives.
3. Description of the action within the framework of this topic, in three verbs.
4. A four-word phrase characterizing the attitude to the topic
5. The last line is a synonym, one word that repeats the essence of the topic.

Sample

Literature

moral artistic

Keeps, educates, shapes

Without literature, life is immoral

Art.

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