

PROJECT METHODS AS A MEANS OF PROSPECTIVE ENGLISH TEACHERS CREATIVITY

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Abstract: The article discusses the main provisions of the project methodology, the possibility of using it in the English language classes in the universities, in particular as one of the means of forming cross-cultural competence. Furthermore, the article reveals the importance of project methods for forming English teachers' creativity. Also, the purpose of research is not only the project-based methods puts forward in the first place the student's awareness, but also the ability to solve problems that arise in real life situations

Keywords: project methods, methodology, English language, teachers, creativity, awareness, cross-cultural communication, foreign language classes.

Introduction

In connection with the integration of our education system into the world educational system, education is faced with the task of finding and introducing new approaches to teaching various disciplines that are called upon to meet fully the urgent needs of both the reformed society and each individual. The modern paradigm of education is distinguished by a number of general postulates [6]. Therefore, as N.F. Koryakovtseva notes [4], new requirements are put forward for the level of professional competence of a foreign language teacher (and we work with future teachers of a foreign language) and to his professional and personal qualities. These requirements include: the ability to think independently and critically; openness to pedagogical innovation; the ability to adapt their knowledge and skills to the conditions of variability of education (i.e. to constantly changing conditions of the social and professional environment); ability to solve new problems and take on professional responsibility; ability for autonomy and social activity; ability for professional reflection, research and creative activity; the ability for professional self-education and self-development [4].

In light of these requirements, the increasing importance of acquires project-based training approach. This approach aims to create projects that tie together the acquisition of theoretical knowledge and their practical use in solving specific problems and problem situations. At the same time, the project-based methods puts forward in the first place not only the student's awareness, but also the ability to solve problems that arise in real life situations (N.V. Bagramova, V.A. Bolotov, T.V. Gromyko, V.V. Serikov, A. V. Khutorskoy, D. B. Elkonin and others) [8]. This can not be achieved without qualitative changes in the system of training specialists and its reorientation in the direction from traditional explanatory-illustrative and reproductive to creative-search active methods that allow to develop cognitive, creative, professional abilities of graduates of universities.

Active teaching methods are those that encourage students to be proactive. Mental and practical activity in the process of mastering the educational material, help to get away from the prevailing stereotypes, to look for independent, original answers and ways to solve educational problems; introduce elements of simulation, search, comparison of various factors, positions, conclusions in order to more clearly choose self point of view, to work out an individual style activities and dialogical communication.

One of the active methods is widely used in the practice of teaching foreign languages is the project method. Analysis of the methodological literature is showed the increase in the attention of the scientific community to the use project learning in teaching foreign languages (I. A. Zimnyaya, G. L. Ilyina, V. V. Kopylova, S. P. Mikitchenko, O. M. Moiseeva, G. M. Nuriakhmetov, E. S. Polat, E. D. Pakhmutova, T. E. Sakharova, Ya.K. Taraskina, V.V. Chernykh and others) [7].

In modern didactics, project-based teaching considered as the basis of authorized education (N.N. Khalajan), contextual learning (A. A. Verbitsky), heuristics (V. G. Tabachkovsky, A. V. Khutorsky). V. V. Guzeev, M. V. Klarin, D. G. Levites, E. S. Polat, I.D. Chechel consider project-based learning as holistic learning technology that promotes mastering by students of methodological knowledge, skills and abilities of self-education; as a means development of students' abilities, research skills, social skills, etc [2].

However, a description of the process of implementing the project methodology in high education is generalized. In particular, there have been no special studies devoted to examining the issue of the influence of the project methodology on the complex formation of cross-cultural competence of future English teachers. At the moment, there is not project typology that takes into account the specifics university, vocational education, as well as the technology of forming cross-cultural competence with the help of various types of projects has not been developed. Formation of cross-cultural competence - it is a complex, multifaceted process. Pedagogical conditions in this process have an important role. Under the pedagogical conditions of formation cross-cultural competence, we understand the a set of measures aimed at modeling and effective functioning of the process of forming a certain level of cross-cultural competence tendencies.

We believe that the set of measures should be constitute a complex, since random conditions do not contribute to the effective solution of this tasks. The effectiveness of the process of forming cross-cultural competence among students in the English classroom is defined by a set of conditions:

- a) the learning process is modeled in context, dialogue of cultures;
- b) personality-oriented and competence-based approaches;
- c) the project method is used as how to implement them [1].

Dwell on the detailed on the essential characteristics of the project methods and the possibilities of using English language in the classroom. The project method is not fundamentally but in world pedagogy. It is originated in the 1920s in the United States and successfully developed through due to the pedagogical ideas of the American teacher and psychologist J. Dewey [2,3]. Project learning was directed to find ways, ways to develop active independent thinking of the child to teach not only memorize and reproduce knowledge, which the school gives, but also to be able to apply them to practice. The general principle is based on the project method, is consisted in the renewal of the direct connection of educational material with the life experience of students in their active informative and creative joint activities [3].

The main thesis of modern understanding of the project is the methodology is reduced to the following: *“Everything that I have done I know, I know what I need it for and where and how I can to apply this knowledge ”* [5]. It should be noted that so far it has not been expressed approach to the definition of the concept of “design method”. In particular, the design methodology is recognized as a direction in teaching methods of foreign language and, accordingly, it is proposed this direction project training. Some researchers interpret project methodology as a teaching method (N. D. Galskova). The use of the term “project technology”, some authors argue as follows: the concept of “technology” is a category procedural, since it is directly related to learning process (V. Guzeev, Yu.L. Khotuntsev). Project is interpreted as an independently planned work implemented by students, in which second verbal communication is intertwined with intellectual the emotional context of other activities. Also, the project will determine as a joint creative, educational and cognitive professional activity of the teacher and students, which has common goal, agreed methods, ways of doing and is aimed at achieving a common result of activity.

Renowned researcher in the field of modern technologies of teaching students, the method of projects as “a certain way of organizing ranked search, research activities, the number of students, individual or group, which involves more than just achieving that drawn up in the form of a specific practical way out, but the organization of the process achieving this result” [5].

V.V. Kopylova determines the method projects as “purposeful, on the whole independent educational activities of students are carried out under the flexible guidance of a teacher, are tied to the solution of research or social pragmatic problem and semi-perception of a specific result in the form of a material and / or ideal product”[3]. The method of projects when under certain conditions can be used at any stage of training, if it matches the following requirements:

1. The presence of significant in research or creative aspect of the problem or task that requiring integrated knowledge, exploratory search to solve it.
2. Practical, theoretical, cognitive significance of the intended results.
3. Independent activity of students: in- individually, in pairs, in a group in and out of the lesson.
4. Structuring the content of the indicating step-by-step results and distribution changing.

The definition of the problem, the problems arising from it, and proposing a hypothesis of a solution, discussing design of research methods, design of final

results, analysis of the data obtained, summarizing results, adjustments, conclusions [5]. In the writings of the author, the most elaborate typology of projects in accordance with their characteristics:

1. The dominant method in the project: research telsky, creative, role-playing, introductory but indicative.
2. Subject-content area: monoprocess (within one area of expertise) or interdepartmental metic project.
3. The nature of project coordination: direct venous (rigid, flexible), hidden (implicit, imitating leading project participant).
4. The nature of contacts (among the participants oneschool, class, city, region, country, different countries in the world).
5. The number of project participants.

6. Duration of the project (short-term, long-term) [6].

It is necessary to deal with mixed types of projects. In the implementation of any project, activities the teacher and students are subordinated to a certain logic that is implemented in sequence certain stages and positions. As for the structure

of development of the project, when teaching foreign languages retain the common approaches developed in didactics:

- a) Goal-setting (definition of a topic, problem, hypotheses, project goals).
- b) Planning (determination of research methods information, sources of information, evaluation criteria).
- c) Research (collection of information, decision intermediate tasks).
- d) Presentation (defense and opposition) and evaluation results (qualitative assessment of the work done bots).

In our practice, we have sufficient precisely we often use the project method, trying take into account all the above theoretical provisions. The main idea of using the project method when teaching a foreign language is to shift the focus from a different type of exercise, training for active mental activity that require for their registration of ownership for certain language means. Therefore, in practical lessons in English in senior courses in the course of studying on a specific topic, teacher is planning a presentation and protection of projects. Projects themes offered by teacher, not only a solution to socially and personally significant problems, arouses the interest of students in their solution, but also contribute to the formation of cross-cultural competence.

Cross-cultural competence consists of knowledge of cultural characteristics and norms of behavior, characteristic not only for their country, but also for countries of the target language, assuming the ability to compare; from the skills of making the right choice a strong line of behavior [7]. Hence the themes / problems of projects are selected in such a way that in the course of their implementation, the students make a comparison, contrast in different phenomena, is revealed similarities and differences. Besides, feature of the application of the design methodology in higher education institution is that it allows more to proceed from interests for students, their needs, and therefore the topics of future projects are formulated by the students themselves. The content aspects of teaching the subject, focusing on the areas of interest of students will influence their motivational sphere. Work on each project, as already noted earlier, it is carried out in several stages: preparation specific (goal setting and planning), basic (research), presentation and evaluation. In addition to choosing a topic, during the discussion, students are correct enough formulate the purpose, objectives, content and nature project.

Students directly are taken by the execution of the project. They first analyze study literature on the topic of the project, collecting the necessary information. Next comes the hands-on research. For this, various surveys are conducted. At the same time, students go to various forums, we communicate with representatives of English-speaking countries or turn to their friends for answers, pits and acquaintances that they had in the United States. While students are in practice, check the degree of formation communication skills. It should be noted that much greater, in comparison with schoolchildren, independent students' performance in doing research, and another distinctive feature of the using the project method. Important fact that students work in different modes, in pairs, in groups. Everyone is equally responsible for fulfilling.

Conclusion

It can be stated that in the course of such a construction of the educational process knowledge, skills, skills will remain stronger than what are obtained in the course of normal classroom work, so how the implementation of the project corresponds to the real opportunities of students, their needs and on the other hand, it is personally significant for them and creates conditions for the manifestation of creative activeness and independence. The independent application of knowledge is not an integral part of any competence. Moreover, the project method activates the individual dual characteristics of students, character traits: purposefulness, perseverance, curiosity hardness, hard work, tolerance, sociability; between teacher and student are created special trusting, partnership relations.

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