

**STRUCTURE AND SYSTEM OF TEACHING THE SCIENCE OF "EDUCATION"  
BASED ON THE PROJECT METHOD**

**Khudayberdiyev Oybek Gafurovich**

Chirchik State Pedagogical University

independent researcher

**Annotation:** In this article, she helps to develop a conflictological culture among students of a comprehensive school. Conducting an "educational" lesson on the basis of this technology contributes to the independent thinking of students during the lesson, the formation of a culture of communication, the free expression of one's opinion and the development of a culture of argumentation, the development of the ability to maintain constructive ways of communication.

**Keywords:** Innovative technology, project method, research, assessment, independent thinking, independent decision-making, presentation, project passport, technological map, project expertise.

**Annotatsiya:** Mazkur maqolada umumta'lim maktabi o'quvchilarida konfliktologik madaniyatni rivojlantirishga hizmat qiladi. Ushbu texnologiya asosida "Tarbiya" darsining o'qitilishi o'quvchilarning dars jarayonida mustaqil fikrlashiga, muloqot madaniyatining shakllanishiga, o'z fikrlarini erkin bayon etishga hamda ularda bahslashish madaniyatini tarbiyalashga, konstruktiv muloqot usullarini qo'llay olish ko'nikmasini rivojlantirishga hizmat qiladi.

**Tayanch so'zlar:** Innovatsion texnologiya, loyiha metodi, tadqiqotchilik, baholash, mustaqil fikrlash, mustaqil qarorlar chiqarish, taqdimot qilish, loyihasi pasporti, texnologik xarita, loyiha ekspertizasi.

**Аннотация:** В данной статье она помогает развивать конфликтологическую культуру у учащихся общеобразовательной школы. Проведение «воспитательного» урока на основе данной технологии способствует самостоятельному мышлению учащихся в ходе урока, формированию культуры общения, свободного выражения своего мнения и развитию у них культуры аргументации, развитию умения поддерживать конструктивные способы общения.

**Ключевые слова:** Инновационная технология, метод проектов, исследование, оценка, самостоятельное мышление, самостоятельное принятие решений, презентация, паспорт проекта, технологическая карта, экспертиза проекта.

Currently, the effective use of innovative technologies and advanced methods of world pedagogy in the educational process are urgent issues, and the project method incorporates advanced methods of education. From the project method, the teacher of "Education" has an important task of mastering the existing experience and applying it at all stages of education. Designing is a method of creating a future activity model, choosing ways and means within the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, and determining the means and ways of delivering educational information. The project method in teaching the subject of "Education" in general secondary schools implements a complex teaching method that involves practical application, analysis and evaluation of knowledge and skills. Learners are involved in planning, organizing, self-monitoring, analyzing and evaluating the results of the task to a higher degree than using other teaching methods. The method of educational projects helps the teacher to express the problem, hypothesis, and tasks to the students and quickly guides them. Teaching in projects is valuable not only for the results, but also for the process itself. The project can be interdisciplinary, within a discipline or outside a discipline.

The design of the subject "Education" increases the quality and efficiency of education, students work on the project based on the project plan, and their activities are carried out for a specific

purpose. As a result, the realization of the concept that the implementation of the project depends on one's own activity creates a high sense of responsibility among the participants; students gain experience during all stages of the project, from the birth of the idea to the final reflection; formation of the most important educational skills and competencies (research, evaluation, independent thinking, self-control, independent decision-making, constructive communication, presentation) becomes a fully controlled process.

**(Literature review).**

The project method appeared in US agricultural schools in the second half of the 19th century and is based on the theoretical concepts of "pragmatic pedagogy". Its founder was the American idealist philosopher John Dewey (1859-1952).

In modern didactics, the project method is a complex teaching method that allows the individualization of the learning process, allows the student to show independence in planning, organizing and controlling his activities [1].

I.S. Sergeev's work on the project method emphasizes the high level of complexity of pedagogical activity[2].

In the world pedagogical practice, the project method is not new in principle, although today it is called pedagogical technologies of the 21st century.

More than 100 years ago, it was proposed to base teaching on the student's purposeful activities, taking into account the personal interests and goals of the student [3]. The method of projects was also studied in extracurricular activities [4]. Later, at the time of independence, these ideas were used in schools, but were not sufficiently thought out and coherent.

**(Research Methodology).**

When organizing project work, it is necessary to set requirements suitable for the age and class of students.

**Project work can be organized as follows.**

Presentation (slide, newspaper, small article, or (ESSAY)): 10th grade subject "Education" Topic "Happiness to live peacefully and calmly", "Ideas of humanitarianism in world religions", etc. It is recommended to use pictures and artworks to show patriotism, city streets, school, public places and events. Volunteering).

**Project work. Presentation (video clip): 11th grade "Education" subject**

Topic: "Opportunities and Threats", "Disruptive Ideas", etc. (Demonstrating peace, kindness, cooperation and humanity. It is recommended to use textbook assignments. Volunteer experience at events is taken into account).

**Loyha ishi bo'yicha o'quvchiga qo'yiladigan talablar:**

- Being able to clearly set a goal and strive to achieve it;
- Awareness of responsibility;
- Having independent thinking;
- To have the ability to find a solution in conflict situations;
- Implementation of ideas that do not repeat each other;
- Creativity;
- Reflexivity;
- Constructive communicativeness;
- Speech culture;
- Teamwork skills (it is recommended to prepare the project work in the form of 2-3 slides, divided into groups of 3 students or according to circumstances);

Students are divided into groups in advance and prepare for project work.

z) the list of resources used for the completed work is displayed.

The precise system of project expertise not only determines the winner objectively, but also creates an objective assessment of the quality of the project, monitoring of elements of work on the project. An expert commission will be established for expert evaluation of the project. Parents, teachers of higher educational institutions, teachers of other schools can be included in this commission. In the process of evaluating the results of the completed educational project, attention is paid to the quality of the project, the process of working on the project, the effectiveness of the work, difficulties and ways to overcome them. Evaluation criteria for project work were developed individually for each class.

**Presentation (video clip): for 11th grade**

Project evaluation criteria		
1	For ideas and creativity	<u>20 points</u>
2	For making a video	<u>10 points</u>
3	Because the video is educational	<u>10 points</u>
4	Work with a team	<u>10 points</u>
5	For plagiarism	<u>-20 points</u>
TOTAL:		50 points

**Presentation (slide, newspaper, small article, or (ESSAY)): for 10th grade**

Project evaluation criteria		
1	For ideas and creativity	20 points
2	For preparing a presentation	10 points
3	To work with the team and explain	10 points
4	For speech culture	10 points
5	For plagiarism	-20 points
TOTAL:		50 points

The following are taken into account when evaluating project work:

**1. For idea and creativity - 20 points;**

The student's type of creativity, level of creativity, scope of creativity, duration of creativity, form of creativity, created idea and meaning and complexity of creative product are evaluated. This assessment criterion encourages the student's creativity and creativity. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful way.

**1. points for making a presentation or making a video;**

This assessment criterion encourages the student's creativity, creativity, effective use of ICT and smartphones.

The advantages of slide presentation are:

presentation sequence - it is easy to attract the attention of the audience with the help of changing slides;

the possibility of using official cheat sheets - the presentation is not only what the audience sees and hears, but also notes for the speaker - how to place accents, what not to forget;

multimedia effects - presentation slides are not just pictures, they can contain animation elements, audio and video parts;

the ability to copy - copies of the presentation are created instantly, so everyone can take the presentation materials into their hands;

portability - A presentation diskette is much smaller than a roll of posters and can easily be sent via presentation file.

A presentation refers to the transfer or presentation of new information to an audience, that is, a presentation in the traditional sense is visual material for public speaking. Everyone knows that the opportunity to speak in public is simply paralyzing horror for many, and the computer program for creating a presentation allows you not to memorize the speech completely, and the presentation slides will be the outline of your speech.

**1. For the fact that the video (project work) has an educational value - 10 points;**

Video education is one of the tools of modern technologies that help to develop the artistic and creative abilities of young schoolchildren. Independently prepared video clips are firstly the product of the student's creativity, and secondly, they reflect their own world.

In the work of the project, the video clip reflects the social life through sound and image without reproducing the word in print. In the work of the project, the video film fully fulfills the functions of image, analysis and impact, which are the 3 aspects of the task of collecting and distributing social information, that is, it describes events and phenomena in life, analyzes them, and shows its impact on life. This effect must be educational. In the process of education, the student himself is both an object and a subject. Students create the educational value of the video in the project based on their level of education. Any creative product (text, picture, slide, video, etc.) created by students based on their age characteristics will be understandable for the same age group because it is written in a child's language.

**2. To work with the team and explain - 10 points;**

This evaluation criterion encourages the student to cooperate with the team, to solve the problem situation individually or in groups, to act as a team in disputes and to search for solutions to problems together.

When working effectively with a team, synergy appears, that is, a constructive energy unit. This leads to increased member efforts, reduced action time, and increased efficiency of results.

Bringing together the diverse perspectives of team members helps create more effective solutions to problems. In addition, teamwork promotes knowledge sharing and encourages individual and group learning.

In secondary schools of general education, the project method, practical application of knowledge and skills in the teaching of the subject "Education", the student's academic and mental activity skills are controlled based on the table below (Table 1)

<b>Table 1</b>		
<b>№</b>	<b>Educational and mental activity</b>	<b>Requirements for the level of academic and mental activity skills</b>
1	<b>Knowing and understanding</b>	Understands and can control his feelings; Can promote the ideas of constructive communication; Demonstrates creative qualities; Understands and evaluates moral threats and conflicts; Strives for spiritual, mental and intellectual maturity; He can control himself; Feels involved and actively participates; Has the ability to solve conflicts constructively; Can work well in cooperation with a team; Can overcome internal sociophobia and personal conflicts; He knows his civil duties and rights.
2	<b>Application</b>	Can adapt to social conditions; Creativity, reflexivity, speech culture will increase develops himself, can systematize the regular improvement of his knowledge; knows his duties, obligations and rights, and complies with them; demonstrates a civil position with an active conflictual culture; can demonstrate readiness for social life; can manage his emotions, can manage himself in conflict situations; tries to solve problems peacefully; can manage internal conflicts; has independent thinking, can critically evaluate his actions; has spiritual and moral qualities and can promote them.
3	<b>Analysis</b>	Understands and can control his feelings; Can promote the ideas of constructive communication; Demonstrates creative qualities; Understands and evaluates moral threats and conflicts; Strives for spiritual, mental and intellectual maturity; He can control himself; Feels involved and actively participates; Has the ability to solve conflicts constructively; Can work well in cooperation with a team; Can overcome internal sociophobia and personal conflicts; He knows his civil duties and rights.

**(Conclusion/Recommendations)**



The design method is one of the important aspects of the educational process and allows the teacher to work individually with students. The teacher makes good use of class time and works with students individually or in groups, taking into account individual psychological characteristics. In this way, a wider way will be opened for them to acquire the essence of the science of "Education" more deeply. The application of the didactic task and the problems of its solution are considered in the organization of design work.

Based on the method of the project recommended by us, the structure and system of teaching the science of "Education" has a great influence on the development of the conflictological culture of students.

Learners will learn to think independently if they use the knowledge gained during the project and practical tips that serve in the process of learning. They develop the ability to find new ideas, to think creatively, to choose the right strategy, to solve specific problems and problematic conflicts.

#### **References:**

1. Васильовская А.И. Метод проектов на уроках в начальной школе. Фестиваль педагогических идей. Available at: <http://xn--ilabbnckbmcl9fb.xn--> B8/501897/
2. Сергеев И.С. Как организовать проектную деятельность учащихся. Москва, 2005.
3. Jon Dyui. Maktab va jamiyat [elektron resurs]. – kirish rejimi: [http://www.gumer.info/bibliotek\\_buks/pedagog/galag/28.php](http://www.gumer.info/bibliotek_buks/pedagog/galag/28.php) (kirish sanasi: 11/1/2016)
4. Шацкий С. Т. Школа для детей или дети для школы [Электронный ресурс].–Режим доступа: [http://www.gumer.info/bibliotek\\_Buks/Pedagog/galag/33.php](http://www.gumer.info/bibliotek_Buks/Pedagog/galag/33.php) (дата обращения: 01.11.2016).
5. Пахомова Н.Ю. Метод учебного проекта в образовательном учреждении. Москва, 2005.
6. Abdurahmonova P.D., Hasanova Sh.S., Abdulaeva Z.A. Internet - boshlang'ich maktabda chet tillarini o'rgatishning samarali vositasi sifatida. ilm-fan, madaniyat, ta'lim olami. 2016; 3 (58): 6 – 8.