THE ROLE OF USING PROJECTS IN THE ENGLISH LANGUAGE LEARNING ENVIRONMENT

Shotillo Safarovich Shorakhmetov **Ulug'bek Yarashovich Elmurodov**
Chirchik State Pedagogical Institute of Tashkent region

ABSTRACT

The article describes ways of teaching and learning English by engaging some pedagogical technologies, effective methods as well as creating opportunities for students to reflect on their own ideas and meet their aspirations.

Keywords: projects, language competence, language skills, educational process, methods, school.

INTRODUCTION

Worldwide research shows that, wide use of achievements of world civilization and information resources for specialists today, opportunities for international cooperation and communication organization of educational content on the basis of European (CEFR) standards development of linguistic and intercultural professional and personal competence of foreign language specialists, issues of interethnic tolerance and internationalism are of particular relevance and important. And the role of projects in the range of innovative technologies is remarkable.

METHODOLOGY

According to the Decree № 49-47 of the President of the Republic of Uzbekistan “On the strategy for further development of the Republic of Uzbekistan” on February 7, 2017, decree № 18-75 of December 10, 2012 “On measures to further improvement the foreign language learning system” and decree № 29-09 of April 20, 2017 “On measures of further development of higher education system” the interest in education efficiency is increasing day by day using innovative pedagogical and information technologies in education process . The teacher’s role in this process creates the basis for the acquisition and education of the person and the team as well as managerial orientation. In this regard the key priority of improving project lessons at Higher educational institutions during the educational process is reflected in the following:

Firstly, there is a great opportunity for the development of personal education using projects. Which is in harmony with the law of the Republic of Uzbekistan “On education” and the implementation of the “National Training program”; Secondly, the project technologies provide a broad introduction to the systematic approach to the

teaching and learning process, and provides the basis for their use of the teaching language in English; Thirdly, the design technology encourages the teacher to design a technological chain from the educational process to the diagnosis system and to control the process; Fourthly, the use of these technologies are based on the use of new technologies and information of the National Program for personal Training.

RESULTS

The use of any pedagogical technology in teaching and learning satisfies the aspirations of the youth to effectively organize their work, giving them the opportunity to reflect on their own ideas and effective teaching of English . Identify stages of project technology in the educational process; It is important nowadays for the students to be interested in studying English based on competent approaches, emotional and emotional functioning, language skills, and the level of development of their competencies. One of the tasks facing the teaching staff is to develop teaching and methodological guidelines, recommendations and introduce them into the educational process, and to analyze the effectiveness of teaching English language competencies based on competency in pedagogical higher education institutions. In the process of teaching English, the following results are achieved on the basis of the project technologies:

Adaptation of educational objectives, content, methods, technology, forms of organization and upgrading and positive changes in the management of the education system; Conducting specific pedagogical activities, including fundamental changes in the daily activities of a teacher, including educational objectives for foreign language teaching, its content, methods, technology, classroom teaching and learning processes, and reorganization and organization of educational process in a new context all positive updates and improvements; The educational process should be modern curricula, curricula, teaching materials, textbooks, methodical instructions, manuals, electronic versions of all methodological developments, wide range of opportunities, transparency, national and universal principles of operation and apply and etc.

DISCUSSION

In the current study, a project in the form of the interdisciplinary-based project was implemented in the English for Information Science course to encourage the students to link their language skills to their content knowledge. The most interesting finding regarding the implementation of the project-based activity was that the students found a balanced use of their language skills, knowledge about Information Science and information technology skills in their project.

With respect to enhancement of students' language skills, the findings of the study are consistent with those of Srikrai and Simpson who found that students' language skills were enhanced through project-based activities. In the present study, the students perceived that their reading, writing, and speaking skills, as well as vocabulary knowledge and translation skill, were improved because they used these skills to acquire, analyze, and synthesize information as they worked on their project. These findings indicate that authentic integration of language skills and processing information from a variety of sources can enhance language skills, and this mirrors real-life tasks.

Intercultural communication becomes decisive in almost all aspects of the activities in teaching students a foreign language. There are many examples of how this process takes place in the classroom. First of all, foreign language teachers are trying to explain to students what they are, the British. It is important to understand the national character of the British, who consider themselves law-abiding, polite and fair. For the true British England is not just a country, but a state of mind that determines their attitude to life. They rarely show their emotions. They are considered pedants, deprived of the spirit of cooperation. For them, there is nothing more expensive than customs and traditions. All this and much more is explained by foreign language teachers after watching videos during classes. This helps students to better understand the nature and specifics of the English.

Intercultural communication in the implementation of extracurricular individual and independent work of students should also be mentioned . So, many students find examples, texts, articles in magazines, newspapers, the Internet, illustrating life and life, political and other aspects of life and activities of representatives of foreign countries, and make reports comparing similar phenomena with Russian samples. Often, these messages are growing into discussions, presentations, games. Foreign language teachers are trying to teach students to remain patriots of their country in the assessment of foreign culture. Thus, in the classroom the values of Russian and British culture, the government, the legal system, economics, politics, and the culture of Russians and Englishmen are discussed in comparative terms. All this helps the upbringing and education of a person's culture in the professional field. After all, success is achieved not only by a competent specialist, but also by a man of exemplary culture who is able to apply his knowledge to achieve the desired goal.

The teacher acts in this process not only as a specialist in teaching a foreign language, but also as an intermediary between the native and foreign language culture, as an expert in the possibilities and technologies of intercultural learning. This is especially important because it is about self-determination of the individual in culture

and the development on this basis of an active life position, including in the professional sphere. “Culture is the basic component of the content of modern education. Culture is understood as spiritual values that have been mastered in activity, the development of a personality, its professional growth”.

CONCLUSION

Thus, fulfilling the principles of continuity in teaching English is a result of self-study, passion, creativity, power, teachers are engaged in daily pedagogical activities, from every stage of the education system of our country, from school to higher education. Today, teaching is one of the main issues in the implementation of all the priorities set by the state in the process of educational reform. The results mentioned above have proved the effective impact of project-based learning on teaching the speaking skill. Project-based learning provided learners with opportunities to use the English language contextually and creatively in an anxiety free classroom. Moreover, students found project-based learning challenging، fun and motivating. It provided the chance for shy and quiet students to express themselves in a more explicit way. Implications of this study include that teachers should be aware of methods of helping students to develop their autonomy and a sense of responsibility which motivate them to participate actively in class.

To have a learner friendly school, new strategies should be used to provide students with a chance to learn. PBL affords a safe zone in which all students are able to exchange ideas and experience. Students are not passive or shy or afraid of making mistakes. PBL integrates play and work as a basis of learning. It provides a natural and rich environment that gives learners the opportunities to explore their world and develop a deeper and more meaningful learning. Project-based learning contributes to a low affective filter by creating a learner- friendly environment with a low anxiety level.

REFERENCES

1. The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy for the Further Development of the Republic of Uzbekistan", N-4947. Collection of legislation of the Republic of Uzbekistan. 2017, Issue 6
2. Yakovleva, N.O. Pedagogicheskoe proektirovanie innovatsionnoy sistem: dis. d-ra pad. nauk / N.O. Yakovleva. - Chelyabinsk, 2003. - 355 pp;
3. Yakovleva N.O. Teoretiko-metodologicheskie osnovy pedagogiceskogo proektirovanye: monografiya/ N.O. Yakovleva. – M.: Informatsionno-izdatelskiy centr ATiSO, 2002. – 239 p.

4. A.N.Azizxodjaeva "Pedagogical technologies and pedagogical skills" (Tashkent: 2006);
5. J.G.Yuldashev "Fundamentals of pedagogical technology" (T: 2004)
6. Yusupova, M. A. (2019). COMMUNICATIVE COMPETENCE AS A CORE COMPETENCE IN TEACHING ENGLISH TO STUDENTS. *Современные исследования в области преподавания иностранных языков в неязыковом вузе*, (8), 39-44.
7. ABDULLAEVA SHAHZODA ABDULLAEVNA (2020)Electronic Trainer Application For Speech Competences Development In Future Specialists Of Non-Core Universities In Russian Language Classes International Journal of Research Volume 07 Issue 08, p 20-60
8. Elmurodov, U. Y. (2020). THE IMPORTANCE OF MULTIMEDIA AND MOBILE APPLICATIONS IN TEACHING FOREIGN LANGUAGES. *Science and Education*, 1(Special Issue 2).
9. Толибобоева, Ш. (2020). Ingliz tilini o'qitishdagi zamonaviy ta'lim texnologiyalari. *Young Scientist*, *19*(309), 581-582.
10. SHOHIMARDONOVA M.O.(2020). LEXIC- GRAMMATIC CATEGORIES OF PHRASEOLOGICAL UNITS IN PROVERBS. *ЭКОНОМИКА И СОЦИУМ, 1(68), 86-89.*