

THE INFLUENCE OF THE PROJECT METHOD ON THE MOTIVATION OF OLDER PRESCHOOLERS IN TEACHING ENGLISH

Djanabaeva Adina

English teacher at Academic lyceum Karakalpakh State University in Nukus

<https://doi.org/10.5281/zenodo.7238392>

Abstract. *The use of the project method in teaching English stimulates the learning activities of preschoolers: it increases their motivation and creative activity, because is an effective way of developing the creative abilities of project participants, acquiring communication skills for them - developing the ability to work in a team, expanding the general outlook of students. In the process of project activities, this knowledge, skills and abilities are enriched and polished. Schoolchildren like project work because it gives them an additional opportunity to express themselves, allows them to choose the form of activity that they like.*

Key words: *project, method, motivation, teaching, activity, skills, process, abilities, preschoolers.*

ВЛИЯНИЕ МЕТОДА ПРОЕКТОВ НА МОТИВАЦИЮ СТАРШИХ ДОШКОЛЬНИКОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. *Использование метода проектов в обучении английскому языку стимулирует учебную деятельность дошкольников: повышает их мотивацию и творческую активность, т.к. является эффективным способом развития творческих способностей участников проекта, приобретения у них коммуникативных навыков - развития способности к работе в команде, расширяя общий кругозор учащихся. В процессе проектной деятельности эти знания, умения и навыки обогащаются и шлифуются. Школьникам нравится проектная работа, потому что она дает им дополнительную возможность самовыражения, позволяет выбрать ту форму деятельности, которая им нравится.*

Ключевые слова: *проект, метод, мотивация, обучение, деятельность, умения, процесс, умения, дошкольники.*

INTRODUCTION

The project method, by virtue of its didactic nature, allows solving the problems of forming and developing students' cognitive skills, the ability to independently construct their knowledge, develop research skills and systemic thinking, since at different moments of cognitive, experimental or applied, creative activity, students use a combination of all the listed intellectual skills and skills.

The study of the age characteristics of students showed that the project activity is the most organic in relation to the psychological and pedagogical characteristics of this age. The amount of acquired knowledge, skills and abilities, the experience of cognitive activity of students of this age are sufficient to increase the level of independence at the stage of project implementation. A factor favorable for the organization of project activities of students at this stage is also the very content of educational subjects aimed both at working out this content in practice and at forming an ideological picture of the world, which can be provided on the basis of a fairly wide variety of specific knowledge about subjects, events, phenomena.

The project method creates conditions under which students learn group interaction and acquire communication skills, which is important for the socialization of students, especially in

adolescence. The main value for a teenager is a system of relationships with peers, the desire to be socially significant. Realizing his ability to "be perfectly presented" to his classmates to the maximum extent, a teenager, as a rule, mobilizes all internal resources for "active translation of his individuality".

METHOD AND METHODOLOGY

However, the widespread introduction of the project method into the educational process in recent times often leads to a substitution of concepts. Method is a didactic category. This is a way of organizing the process of cognition, mastering a certain area of practical or theoretical knowledge. Therefore, if we are talking about the method of projects, then we mean exactly the way to achieve the didactic goal through the detailed development of the problem (and this is nothing more than technology). The activity of students should be based on analytical research work.

The design method appeared in 1919 in America. This method is based on the ideas of Dewey, Lai, Thorndike and other American scientists.

The main idea is this:

1. With great enthusiasm, the child performs the activity that is freely chosen by him;
2. Activities are sometimes built not in line with the subject.
3. The slogan of this activity: "Everything from life, everything for life."

The method of projects, as a pedagogical technology, includes a target orientation, scientific ideas on which the system of actions of a teacher and a student is based, evaluation criteria and a qualitatively new result.

According to the number of project participants, individual, pair and group projects are distinguished. Group ones are most often used in our practice.

In this case, it is necessary to correctly organize the activities of the project participants in a group of students from a methodological point of view, and the role of the coordinating teacher in this case is especially important.

The group method of projects has the following rules and principles:

1. There are no leaders in the team. All team members are equal.
2. Teams do not compete.
3. All team members should enjoy communicating with each other because they are doing the task together.
4. Everyone should be active and contribute to the common cause.
5. All team members are responsible for the final result.

During the implementation of the project, students come to the conclusion that the success of the entire project depends on the success of each, so each participant is actively involved in the search for new information, in the "acquisition" of knowledge. While working on a project, schoolchildren learn to work in a "team", to be responsible for the performance of their work area, to evaluate the results of their work and the work of their comrades. And this is a huge incentive for the active assimilation of knowledge.

Mastering the culture of fulfilling project tasks, the student learns to think creatively, independently plan his actions, predicting possible options for solving the tasks he faces, and implement the means and methods of work he has mastered.

When using the project method, the role of the teacher also changes. It is different at different stages of design. The teacher acts as a consultant, assistant, observer, source of information, coordinator.

RESEARCH RESULTS AND DISCUSSION

The main task of the teacher is not to transfer specific knowledge, but to teach how to work to gain knowledge.

To transfer the methods of work, algorithms are developed for solving such typical tasks as highlighting a problem, finding an approach to solving the tasks, working with information sources, critical analysis of the text, and describing the results of activities.

Separately, it should be said about the coordination of projects and the organization of external evaluation, since it is well known that the best improvisation is the one that is well prepared. Therefore, if a teacher decides to use the method of projects when studying a section, a question of the program, he must carefully think over, develop, and calculate everything.

If it is assumed that students should formulate a problem according to the situation proposed by them, the teacher himself must predict several possible options. Students can name some of them; to others the teacher leads the children with leading questions, situations.

Students are also invited to make an advertising poster, booklet, poster or album with brief texts, drawings, photos, postcards, reflecting the most essential content of the topic, by the time they finish studying the topic.

This may well be framed as a project assignment if it is given at the very beginning of the study of the topic and the entire study process is built as aimed at the implementation of the project.

For example, if the topic "Cities of the USA" begins, then the students are given the task of making an advertising booklet "Across the Cities of the USA". This form of work is very popular with students.

Currently, there are many classifications of projects. According to one of these classifications, English specialists in the field of language teaching methodology T. Bloor and M. St. John distinguish three types of projects:

A group project in which research is carried out by the whole group, and each student studies a certain aspect of the chosen topic.

Mini-research, consisting in conducting an individual sociological survey using questionnaires and interviews.

Speaking about the requirements for using the project method, it should be noted that the project work is divided into preparatory exercises that serve as a bridge to the implementation of the project, and work on the projects themselves.

Preparatory assignments can be on any topic on which projects are carried out. Assignments are completed in the classroom, and work on the project is carried out outside the school.

From the point of view of the formation of educational competence and the development of student autonomy in the field of learning a foreign language, the implementation of the project puts the student in such conditions of educational activity in which he independently, and, very importantly, in interaction with the group, consistently masters all the components of educational activity:

Goal-setting and structuring of educational activities, which is associated with the definition of the purpose and nature of the project, the selection of material, the construction of a program of educational activities;

The technological aspect associated with the use of strategies and methods of educational activities, the use of which is determined by the objectives of the project;

The ability to make responsible decisions regarding the nature and final result of educational activities at all stages of the project, and, if necessary, making corrections to the tasks and methods of educational activities;

The ability to interact with the study group in the process of solving learning problems.

CONCLUSION

When using the project method, the teacher carefully prepares for such lessons in advance. These are not "daily" technologies. At the beginning of the academic year, it is desirable to highlight those topics (the most difficult in terms of understanding, assimilation), questions, sections, programs of a particular course, on which it would be desirable to conduct a project. This is necessary in order to enable students to delve into the material more deeply and in detail, to give them the opportunity to independently understand it not at the level of reproduction

Based on the above, the following conclusions can be drawn:

1. The center of the educational process is the student, his cognitive and creative activity.
2. The role of the teacher in such an educational process is extremely responsible, but it is different than in traditional teaching.
3. Schoolchildren take responsibility for the success of their educational activities to a large extent.
4. The main goal of such training is the development of the intellectual and creative abilities of students, so that the student of the school is capable of self-realization, independent thinking, and making important decisions for himself.

REFERENCES

1. Polat E.S. Student portfolio // Foreign languages at school. No. 1. 2002.
2. Zborovsky G. E., Shuklina E.A. Applied sociology. Yekaterinburg: Publishing House of the Humanitarian University, 2002.
3. Galskova N. D. Language portfolio as a tool for assessing and self-assessment of students in the field of foreign language learning // Foreign languages at school. No. 5. 2000.
4. Anthology of humane pedagogy. Vygotsky L.S. M.: Shalva Amonashvili Publishing House, 1996. - 226 p.
5. Anthology of humane pedagogy. Leontiev. M.: Shalva Amonashvili Publishing House, 2004. - 224 p.