

## Bases for Forming Project Activities of Future Primary School Teachers

Mamadaliyeva Shoirakhon Saminjanovna

Fergana State University Theory and methods of education 1-year master's degree

**Annotation:** The article discusses the theory and practice of future preparation for future primary school teachers to the design of the design of primary school. The theory and practice of design usually allocate four main stages of project development. The article describes each stage to determine the system of actions of the teacher and student

**Keywords:** elementary education, methodology, projection, stage of project activities, teacher's activities, student activities.

**Introduction.** The changes taking place in modern society require the development of new pedagogical technologies. The main goal of the project activity is to develop students' ability to effectively apply knowledge and skills in practice when creating new competitive products and capable of presenting a competitive product to the market of goods and services at graduation from the college.

**Main part.** Moreover, these skills should be formed both in the depths of the educational process itself and as a result of independent practical activity in a specially developed infrastructure.

PROJECT=PROBLEM+PRODUCT.

This laconic formulation belongs to E.S. Polat. Experience shows that with the constant and planned application of the project method, conditions will be created for:

- Formation and development of internal motivation of trainees to better master the specialty;
- Increasing the mental activity of students and acquiring logical thinking skills on problems related to real life;
- Speech development of students, improvement of communicative competence in general;
- Development of individual characteristics of students, their independence, the need for self-education;
- Changes in the role of the teacher in the educational environment.

Let's dwell on the latter in more detail. The role of the manager is not limited to evaluating project milestones. It is advisable to periodically monitor the implementation of the stages and, if necessary, adjust them. Thus, the teacher appears in a new interesting but difficult role of coordinating the work of a team of students on new topical professional problems.

In this regard, the requirements for the teacher are increasing, who, in addition to the main functions, should take on the following:

- Stimulation of student initiative;
- Acquaintance with topical professional problems of our time;

- General management and coordination of group projects;
- Acquaintance of students with publications on the topic of their chosen projects;
- Teaching students to work with scientific and practical material.

In project-based learning, the same generalized stages and procedural procedures are modeled as in real work on a project in any field of activity.

In the theory and practice of design, four main stages of project development are usually distinguished. We characterize each of their stages in order to determine the system of actions of the teacher and student.

The system of actions of the teacher and student in the process of working on the project

*Stage of project activity*

*Teacher activity*

*Student activities*

*Initial* : development of a project assignment

- Motivation of educational and professional activity;
- Assistance in setting the goals of research activities.
- Proposing a research problem based on the results of the analysis of the source material: substantiation of its relevance (through the identification of contradictions), analysis of the study of the problem, substantiation of the practical significance of the result of the intended study;
- Definition of the main idea of the project in connection with the problem under study;
- Formulation of the theme of the project;
- Definition of the object of study;
- Definition of the subject of research;
- Formulation of a hypothesis about the expected results of the study and ways to achieve them;
- Identification of areas of work and immediate tasks;
- Determination of ways to search for information sources by directions;
- Determination of the form of the final product of project activities.

*Project development* : work planning

- Assistance in choosing sources, methods of collecting and analyzing information;
- Correction of the tasks set by the trainee.
- Determining the means and methods for achieving the project goal;
- Determining the timing of projects, dividing all work into stages, drawing up a plan and schedule for interim reporting;
- Development of the content of the stages;
- Choosing the procedure for collecting and processing the necessary data;

- Choice of a way of registration of results and the scenario of presentation.

*Project implementation:*

- Consultations;
- Coordination of work of trainees;
- Monitoring the progress of work performed;
- Encouragement to activity and its stimulation through rewards.
- Independent practical implementation of tasks in accordance with the plan and schedule during extracurricular time;
- Collection, analysis and synthesis of information from various sources;
- Control and correction of intermediate results, their correlation with the goal;
- Drawing up a report on the results of research activities;
- Design of presentation materials: preparation of visual and graphic material, development of an audio-video series of the project.

*Completion of the project:*

- Consulting on the preparation of accompanying project documentation;
- Examination of the project in accordance with the specified criteria.
- Public presentation of the project;
- Reflection: discussion of the process, results of work, group and personal achievements.

Project work allows the student to acquire knowledge that is not achieved with traditional teaching methods. This becomes possible because students make their own choice and take the initiative, projects are of practical value, involve solving urgent problems, allow the student to study in accordance with his abilities, contribute to the manifestation of the student's abilities in solving problems of a wider range, and contribute to the establishment of interaction between students. and developing teamwork skills. In the process of working according to the project methodology, students not only acquire practical skills in creating a certain product, but also experience in interacting with colleagues.

**Conclusion.** So, as a result of the analysis on the problem of using project methods in the training of specialists, we will draw conclusions. The need to use project methods in modern SVE education is determined by obvious trends in the educational system aimed at the full development of the student's personality, his preparation for real activity in the conditions of the modern information society, in the conditions of a socially oriented market economy.

The result of the implementation of student innovation projects are: didactic and methodological materials for conducting lessons and elective courses; development of practical and laboratory work; teaching - controlling and teaching electronic manuals, and other innovative manuals.

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