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Nurullayeva Shaxlo Uktamovna

Professor at Qarshi State University

E-mail: shaxlo_nur73@mail.ru

METHODOLOGY OF USING THE PROJECT METHOD IN ORGANIZING STUDENTS' INDEPENDENT LEARNING

Annotation. The rational organization of independent education in the process of higher education serves to effectively organize student activities. According to the credit-module system, more hours are allocated for students' independent learning compared to classroom hours, which requires a creative approach to organizing independent activities. According to this point of view, the article provides information about the design method and methods of its use in organizing independent education of students, stages of implementation, advantages and disadvantages.

Key words: student; independent learning; project; design method; modeling; monoproject; interdisciplinary project; practical project.

Introduction

Any experienced educator can identify similarities between modeling and designing. Creating a project is based on developing, constructing, and researching a certain system or model of a situation. However, unlike modeling, which focuses on analyzing past experiences in greater depth, designing aims to create models of future processes and conditions. The components of project-based activities are represented by specific models or modules, such as functional connections that integrate various elements of the educational system. As a system, a project can be considered a subsystem of a model, and conversely, the process of designing itself may consist of smaller models. This indicates that the concepts of modeling and designing are closely interconnected. While designing focuses on creating specific models, modeling encompasses a collection of elements, including the theoretical foundations of designing itself.

Materials and methods of research

The project method was first introduced in the United States in the 1920s by John Dewey and his student William H. Kilpatrick. They proposed it as an educational approach that relies on students' active engagement in the learning process, driven by their curiosity and interest in acquiring knowledge. The essence of the project method is rooted in the concept of a "project" itself. That is, it is structured around a pragmatic approach aimed at achieving a result by solving a theoretical or practical problem. The obtained outcome must be applicable in real-life situations. To achieve this, students are required to work independently, complete tasks on their own, and collaborate to find solutions.

The project method is designed to apply theoretical knowledge in practice, integrate multiple disciplines in problem-solving, and address challenges related to real-life situations. If a project is dedicated to a theoretical problem, it will have a definite solution, whereas if it focuses on practical issues, it will yield a concrete outcome. The resolution of a theoretical problem and the results of practical challenges are ultimately refined to be applicable in real-world contexts.

A project possesses several typical characteristics, which include the following:

Priority of Activity Types: The implementation of a project may prioritize one or more activity types, such as research, inquiry-based, creative, practical, role-playing, or demonstrative activities.

Project Scope and Content: Depending on the subject matter, a project can be a monoproject (focused on a single discipline) or an interdisciplinary project involving multiple fields of knowledge.

Nature of Project Management: The management of the project can be either direct (with active supervision) or indirect (allowing for more student autonomy).

Scale of Implementation: Projects can be conducted within a classroom, at the school level, or expanded to the city or regional level depending on their scope and significance.

Participant Structure: A project can be carried out by an individual student, a pair of students, a small group, or a larger team.

Project Duration: Based on the time required for completion, projects can be classified as:

- ✓ Short-term projects (completed within a single lesson)
- ✓ Medium-term projects (spanning several days or weeks)
- ✓ Long-term projects (extending over several months or an academic year).

Research results

Considering these characteristics, we will now examine the various types of projects in more detail. Types of Projects Based on Their Nature and Objectives analyzed in the following paragraph:

Research-Based Projects. These projects follow a logical research framework and partially or fully align with the stages and content of scientific research. The tasks assigned within such projects require students to conduct theoretical research, test their findings in practice, and formalize results. In addition to theoretical approaches, research-based projects can also have an empirical orientation. Empirical research projects involve experimental studies where conclusions are drawn based on the results obtained from practical investigations. These projects focus on acquiring empirical knowledge and applying it in real-life situations.

Creative Projects. Creative projects are characterized by tasks that demand original thinking and artistic expression. These projects involve:

Developing event programs, scripts, and structured plans with a creative approach

Designing artistic or technical solutions. Staging problem-solving scenarios through dramatization. Such projects allow students to demonstrate their imagination and creativity while solving practical challenges.

Role-Playing (Simulation) Projects. In role-playing projects, students are required to take on specific roles and act out scenarios related to the given topic.

These projects can be implemented in different formats, such as:

- ✓ Simulating real-life situations to analyze and resolve a particular issue.
- ✓ Organizing interactive games where students embody specific roles.

Dramatizing social or professional interactions. The key feature of these projects is that they are conducted in a playful format, allowing participants to engage actively in the learning process while performing assigned roles. These different types of projects enhance students' problem-solving, research, and communication skills while making the learning process more engaging and interactive.

Types of Projects Based on Their Functionality and Scope:

Information-Based Projects. These projects focus on gathering, analyzing, systematizing, and summarizing information related to a particular process, situation, or issue. Students conduct observations and research based on a clearly defined task and direction.

Example: Collecting and analyzing data on environmental pollution levels in a specific region and presenting findings.

Practical (Applied) Projects. Practical projects are based on hands-on activities where students are assigned specific tasks within a clearly defined objective. As they complete these tasks, participants learn to apply theoretical knowledge in practice.

Example: Designing a small community garden while applying knowledge from biology, environmental science, and project management.

Monodisciplinary Projects (Monoprojects). These projects focus on a single academic subject, exploring a complex topic or section within that discipline.

Example: Linguistic Project: Analyzing how metaphorical expressions differ in two languages.

Mathematical Project: Investigating mathematical models in real-life economics.

Scientific Project: Studying the effects of air pollution on plant growth.

Interdisciplinary (Integrative) Projects. These projects combine two or more academic subjects, requiring collaboration among specialists from different fields. The selected issue is examined from multiple disciplinary perspectives, and participants receive individual assignments tailored to their expertise.

Example: A climate change project involving geography, biology, and environmental studies.

A business startup project integrating economics, marketing, and design.

Discussion. These projects demand strong coordination from the project leader, who must synchronize the activities of multiple research and creative groups while overseeing interim and final presentations.

Each of these project types enhances students' research, problem-solving, and teamwork skills, fostering an integrated approach to learning and professional development.

Stages of Implementing the Project Method. The project method is executed in several key stages:

Stage 1: Defining the Task. The teacher formulates a specific problem-oriented task for students. A step-by-step guide on how to complete the task is provided as recommendations.

Stage 2: Group Formation. Students are divided into groups based on various principles: Sequential distribution. Grouping based on students' interests. Assigning students according to their enthusiasm for the project topic.

Stage 3: Task Assignment. Students receive their individual and group assignments.

General instructions are given, and students begin working on their tasks.

Stage 4: Supervision and Presentation Preparation. The teacher monitors the task execution process and guides students as needed. A presentation summarizing the project outcomes is prepared.

Stage 5: Presentation and Evaluation. Groups present their project results. The best-performing teams and those who demonstrated strong teamwork and creativity are recognized and rewarded.

Project Tasks

Task 1: Choosing a Team Name and Logo. Each team selects a name and a logo (e.g., for a T-shirt, cap, or badge). The chosen name and logo should align with the theme of pedagogical activity and reflect the project's purpose.

Task 2: Preparing a Theatrical Sketch – "Teaching: A Noble Profession! "Sketch Requirements: The performance should not exceed 10 minutes. It must address a current pedagogical issue. All project members must actively participate. The sketch should include humor and satire whenever possible.

Task 3: Creating a Pedagogical-Themed Quest – "World of Educators". Quest Requirements: The quest should consist of four interconnected stages. After completing the first task, students must be directed to the location of the second challenge (e.g., "Check the first shelf in locker 201"). Solving the second task should reveal a clue about the third task's

location. Completing the third challenge should lead participants to discover the final prize. Tasks can be designed as crossword puzzles, riddles, brainteasers, or logical problems. The quest should be visually engaging, featuring colorful elements and images. The first team to find the final prize wins the quest. This structured project-based learning approach enhances students' creativity, teamwork, problem-solving, and practical application of knowledge in an engaging and interactive manner.

Task 4: Developing Visual Aids for a Primary School Lesson. Each participant must create one visual aid for a specific topic from a primary school textbook.

Requirements for the Visual Aid:

Topic-Relevant: The visual aid must be directly related to the chosen lesson topic.

Engaging and Colorful: It should be designed to attract students' attention and stimulate interest.

Handmade: The material must be crafted manually, ensuring originality and creativity.

Pedagogical Requirements for Implementing the Project Method. When applying the project method, educators must adhere to the following principles - Integration of Knowledge: Project assignments should incorporate both theoretical and practical knowledge and promote the integration of multiple disciplines.

Practical and Theoretical Significance: The results should have academic and practical value, making them applicable in real educational settings.

Collaborative and Individual Learning Opportunities: The project should provide opportunities for students to work individually, in pairs, or in teams to foster collaboration and independent learning.

Systematic and Structured Implementation: The project content must be logically structured and systematically organized, following a clear sequence of steps.

Focus on Research-Oriented Activities: The project should encourage inquiry-based learning, requiring students to analyze, explore, and conduct research on relevant topics.

Conclusion

By following these principles, the project method enhances student engagement, promotes interdisciplinary learning, and develops essential problem-solving and creative thinking skills. The integration of modeling in organizing independent learning enhances the effectiveness of student-centered education in higher education. The modeling approach provides a structured framework for independent learning by allowing students to simulate real-life scenarios, analyze concepts in depth, and develop problem-solving skills. The design method within modeling helps structure educational activities into clear stages, making independent learning more goal-oriented and manageable. In conclusion, modeling serves as a powerful tool in independent learning by providing students with structured pathways for exploration, critical thinking, and knowledge application. Its systematic approach enhances autonomy, creativity, and academic success, making it an essential component of modern higher education.

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Нуруллаева Шаксло Уктамовна

СТУДЕНТТЕРДІҢ ӨЗДІК ЖҰМЫСЫН ҰЙЫМДАСТЫРУДА ЖОБАЛЫҚ ӘДІСТІ ҚОЛДАНУ ӘДІСТЕМЕСІ

Аннотация. Жоғары білім беру процесінде өзіндік білім алуды ұтымды ұйымдастыру студенттердің қызметін тиімді ұйымдастыруға қызмет етеді. Кредиттік-модульдік жүйе бойынша студенттердің өзіндік оқытуына аудиториялық сағаттарға қарағанда көбірек сағат бөлінеді, бұл өзіндік қызметті ұйымдастыруға шығармашылық көзқарасты талап етеді. Осы тұрғыдан алғанда, мақалада жобалау әдісі және оны студенттердің өзіндік білім алуын ұйымдастыруда пайдалану жолдары, іске асыру кезеңдері, артықшылықтары мен кемшіліктері туралы ақпарат берілген.

Кілт сөздер: студент; өзіндік оқыту; жоба; жобалау әдісі; модельдеу; моножоба; пәнаралық жоба; практикалық жоба.

Нуруллаева Шаксло Уктамовна

МЕТОДИКА ИСПОЛЬЗОВАНИЯ МЕТОДА ПРОЕКТОВ В ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Аннотация. Рациональная организация самостоятельного образования в процессе высшего образования служит эффективной организации студенческой деятельности. По кредитно-модульной системе на самостоятельное обучение студентов отводится больше часов по сравнению с аудиторными часами, что требует творческого подхода к организации самостоятельной деятельности. Согласно этой точке зрения, в статье представлена информация о методе проектирования и способах его использования в организации самостоятельного образования студентов, этапах реализации, преимуществах и недостатках.

Ключевые слова: студент; самостоятельное обучение; проект; метод проектирования; моделирование; монопроект; междисциплинарный проект; практический проект.