

## PROJECT METHOD IN TEACHING PSYCHOLOGY

*Utebergenova Nursulu Beketovna*

*3 years students, Undergraduate degree*

*Nukus State Pedagogical Institute named after Ajinyaz*

*(Nukus, Republic of Karakalpakstan)*

*+998913061065*

*@beketovnas1@gmail.com*

Training focused only on memorizing material can no longer meet modern requirements. The problem of developing such qualities of attention, memory and thinking that allow a person to independently assimilate constantly renewed information, and the development of such abilities and skills that, preserved after completion of education, would provide him with the opportunity to keep up with accelerating scientific and technological progress, comes to the fore. .

The project method is currently becoming an integrated component of the education system. Its essence is to stimulate students' interest in certain problems that require possession of a certain amount of knowledge and, through project activities, provide for the solution of these problems, the ability to practically apply the acquired knowledge, and the development of reflexive thinking.

V. A. Devisilov believes that the project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, the ability to navigate the information space, the development of critical and creative thinking" [2, p. 634]. Using the project method in psychology allows the teacher to teach students to apply a set of techniques and operations to master not only theoretical, but also practical knowledge. This is the path of cognition, a way of organizing the process of cognition. Therefore, believes I.N.Kozyrskaya, if we talk about the project method, then we should keep in mind precisely the way to achieve a didactic goal through a detailed development of the problem, which should result in a very real, tangible practical result, formalized in one way or another.

The project method is based on the idea that forms the essence of the concept of "project", its pragmatic focus on the result that can be obtained by solving a particular practically or theoretically significant problem. This result can be seen, comprehended, and applied in real practical activities. To achieve such a result, it is necessary to teach students to think independently, find and solve problems, using for this purpose knowledge from different fields, the ability to predict results and possible consequences of different solution options, and the ability to establish cause-and-effect relationships.

1. Pose and solve a problem that is significant to him, taken from life.

2. To solve it, apply certain knowledge and skills, both existing and acquired in the process of achieving the goal.

3. Get real results in the end

The project method is not fundamentally new in world pedagogy. Its history goes back more than 300 years. It was actively used in the Roman Academy and the Progetti architectural academy in the Middle Ages. From Rome the method moved to France and was focused on results in the form of a product or some activity. However, as a full-fledged method, it arose in the 19th century for training agricultural workers, they carried out a project on a specific topic, during which students received not only theoretical but also practical knowledge.

### References

1. Granovskaya R. M. Elementi prakticheskoy psixologii. SPb: Rech', 2003. S. 633—635.
2. Shnayder Y. i dr. Distansionniy kurs produktivnogo obucheniya. SPb.: Piter, 1999. 228 s.