

PROJECT ACTIVITIES AT SCHOOL

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Since the 90s of the twentieth century, the concept of design has been tightly integrated into the socio-cultural environment, taking root in various spheres. In the educational system, project activities have been introduced since 2004, being reflected in the Federal Educational Standard. Turning to him, you can see that project activities are included in the implementation of many educational institutions. Of course, often in reality the standard itself is not always applied and not everywhere, which is explained by the different financial and material equipment of schools. Many secondary schools do not always have the opportunity to purchase even the necessary educational materials, not to mention the creation of additional conditions for project activities.

The very concept of "project activity" is quite extensive and implies many meanings. In the pedagogical literature, the concept of "project" is characterized by the following features. This is the orientation of students:

- 1) to gain knowledge in the process of carrying out activities;
- 2) the reality expressed in solving a practical problem in conditions close to real conditions;
- 3) for a specific product involving the application of knowledge from various fields of sciences in order to achieve the planned result.

By the Russian teacher S.T. Shatsky, the main elements of the projects were defined as: "... the life experience of a child, which ... should be identified by a teacher; organized experience, i.e. organizing lessons for students of classes based on what they know to process the experience of their ward obtained as a result of his activities; contact with the accumulated knowledge and experience of mankind; exercises that give the student the necessary skills."

Like any activity, project activity has a specific structure: purpose, motives, functions, content, result.

The purpose of students' project activity is to create a product that has subjective or objective novelty and has social or personal significance.

During the design process, the student develops meta-subject skills and carries out research in various educational directions, which are determined by him based on their interests and inclinations. It is the project that will reflect the practical skills acquired in the learning process, which reflect the effectiveness of the modern education system. Based on the scale of the project, the timing of its development and implementation may vary. The project can be carried out not only individually, but also by a group of students. Naturally, students at all stages of the study may experience various difficulties, then a teacher-tutor (curator) comes to their aid, who not only instructs students, but also controls organizational issues.

Stages of the project:

Search. The essence of this stage is to choose the relevant topic of the project, processing a variety of information resources. Undoubtedly, the chosen topic should be interesting to students and correspond to their intellectual and material capabilities.

The research stage. The student begins collecting high-quality and verified information based on the direction of work.

Planning. The student distributes the entire amount of work for the successful achievement of the result, discusses with the teacher-mentor the terms and stages of future implementation.

Accomplishment. Everything previously planned is being carried out. It is possible to change and increase or decrease the stages in the process.

Test. The finished product is tested and, if necessary, undergoes further refinement.

Presentation. One of the main stages of the skills that students receive in a modern school.

Thus, the concept of project activity is multifaceted. In a modern school, students in the process of project activities apply their theoretical knowledge in practice, creating intellectual or physical products. Important in project activities from the standpoint of pedagogical value is that students themselves carry out search and production processes based on the chosen topic. The search, research and selection of the necessary information, as well as the ability to draw conclusions require the student to develop meta-subject skills.

References:

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