

The Role of Project Education in Developing Students' Restraint Skills

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Annotation: This article contains the essence of Project training technology, the criteria of using this technology in the development of students' research skills and the stages of experimental testing.

Keywords: pedagogical technology, intellect, research competence, pedagogical activity, scientific activity, higher education.

Today, a number of reforms are being carried out in the field of education in our country. Particular attention is paid to the development of students' restraint skills in the training of modern, competitive personnel. The problem of inconsistent, uninterrupted functioning of the system of formation of research skills increases the urgency of the need to form the research competence of the future teacher.

The process of defining the priorities of the systemic reform of higher education in the Republic of Uzbekistan by the President of the Republic of Uzbekistan Sh.M.Mirziyoyev, the training of highly qualified personnel with modern knowledge, high spiritual and moral qualities to a qualitatively new level "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" attached to the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF 5847 for the development of social sphere and economic sectors based on advanced educational technologies "[1] to increase the effectiveness of research in educational institutions, the broad involvement of young people in scientific activities, the formation of innovative infrastructure of science, the Law of October 29, 2019" On Science and Scientific Activity "[2] The law is able to come up with new initiatives and ideas for the development of the country and implement them b the training of a new generation of dead, intellectually and spiritually gifted personnel, the formation of the necessary knowledge and skills for graduates of educational institutions to become modern professionals.

Innovative processes in modern education include the search for ways to transform traditional teaching into productive teaching. It is based on the organization of active creative, research activities of students to get the product, which is important for production and human life.

One of the most effective technologies for engaging students in productive learning is educational design technology. It is based on Dewey's idea of resolving the conflict between the individual and society. The conflict is between what the student wants to do and what forces him to do it. Dewey suggests that teaching should be based on students' personal interests.

Therefore, in addition to defining the criteria for selecting the content of the formation of students' research work, it is necessary to consider the main directions of the student's ability to design research work.

The concept of "project-based learning technology" is defined differently in the scientific and pedagogical literature. Many researchers use the terms "Project Method", "Project", "Educational Creative Project", and "Project Study". Based on the interpretation of pedagogical technology by MI Mahmutov and the description of the main features of project education given by GK Selevko, we understand project-based teaching technology as a more or less rigorous algorithm of teacher interaction. The project method attracted the attention of Russian educators. The idea of project

teaching was put into practice in Russia in 1905 by ST Shatsky. The method is currently being used successfully in the United States, the United Kingdom, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands, and many other countries.

The essence of project-based learning is that the student understands the real processes (objects, etc.) in the process of working on the subject. This involves the student living in specific situations of overcoming difficulties, getting acquainted with events, processes and designing new objects. In his research, the Russian pedagogue-scientist AA Gubaydulin revealed technologies for the formation of students' research competence on the basis of project education [3].

Pedagogical scientists of our country, including BH Rakhimov, form the social and pedagogical bases of directing students to scientific research [4], young scientist MR Kadyrova in the formation of criteria for assessing the effectiveness of educational processes in their research: intellectual ability, intellectual initiative, intellectual creativity and intellectual self-management [5], G.N.Ibragimova in her research on the development of students' creative abilities based on interactive teaching methods and technologies [6].

Based on the analysis and synthesis of different approaches to determining the content of education, we have identified the following criteria for the selection of didactic conditions.

1. To form students' objective and value-based attitude to the research process;
2. Formation of certain knowledge among students, reflecting the specifics of the teacher's research activities;
3. Develop the research skills needed to carry out innovative activities;
4. Implement various scientific approaches and models to achieve a high level of research skills formation.

In order to determine the didactic conditions for the development of students' research competencies and to solve the problem, we conducted experiments at the Faculty of Pedagogy and Psychology of Fergana State University. Project teaching technology was used as a basis for the development of research skills in this area. The content of the formation of students' research abilities on the basis of the project study model was considered on the example of pedagogical and psychological sciences in 2 stages during the 2021-2022 academic year.

Tasks of the first stage:

- ✓ Motivation for research and a positive attitude to innovation in the study of pedagogy;
- ✓ develop skills of independent work with pedagogical literature;
- ✓ formation of project skills in working on projects;
- ✓ formation of knowledge on pedagogical technologies and acquaintance with the main features of the research process;
- ✓ Develop a creative approach to education.

Table 1 summarizes the content of this phase.

Table 1. Project-based teaching model used in the study of the course "Theory and History of Pedagogy" in the direction of "Pedagogy and Psychology" of the Faculty of Pedagogy and Psychology - 32 hours; 1-2 semester

1-course.

Subject name and time	Forms and methods	Structure (purpose, result)
"History of Pedagogy" - 8 hours	Lecture - 8 hours	The school's evolution was focused on a common goal by presenting lectures on the subject to look at it as a major consumer of new technologies and to positively motivate pedagogical innovation. Outcome: During the lectures, most of the students were positively encouraged and introduced to a number of terms on pedagogical innovation, pedagogical research.
	Creating a project - 2 hours	Structure (purpose, result) Objective: To develop independent and group work methods and communication skills. Outcome: Students presented and defended project work that analyzed the educational conditions and opportunities at the school.
Didactics - 22 hours	Lecture - 20 hours	Objectives: to form a holistic view of the educational process in the school; knowledge of research and innovative educational opportunities. Outcome: Knowledge of forms and methods of teaching in traditional schools; knowledge of pedagogical technologies; project advocacy and ability to discuss results.
	Creating a project - 2 hours	Structure (purpose, result)
	Abstracts	Objectives: knowledge of pedagogical technologies; the formation of independence in decision-making.

At the end of each session, students were asked to write questions on a topic they had listened to and write them on a separate sheet of paper.

Describe (in your opinion) the advantages and disadvantages of the technology you learned in grades 9-11?

What research topics are you interested in?

"Am I a researcher-teacher?" Write an essay on the topic. What qualities did you describe? What would you like to do better than anyone else?

After completing this block of the first phase, we used diagnostic methods to determine the formation of individual components of the research competence.

It was found that students had a clear idea of the research approach and innovation as a natural phenomenon in education. While working on the projects, the students developed an interest in learning problems and a desire to understand and perform tasks. Students demonstrated independence and creativity in completing topics and assignments for essays.

The main tasks of the second block of the first stage of the formation of research competence were:

- ✓ formation of the basis for forecasting activities when working on projects;
- ✓ develop project and independent analytical skills;
- ✓ formation of psychological preparation for pedagogical activity;
- ✓ monitoring and analysis of teacher-innovator activities;
- ✓ Develop creative skills in working on projects and seminars.

The use of project study technology in the second phase is shown in Table 2.

Table 2. “Pedagogy. Psychology. ” Project teaching model in the training course – 40 hours; 2nd semester of 3rd year (1st stage, 2nd block)

Subject name and time	Shakl va metodlar	Tarkibiy tuzilishi(maqсад, natija)
(Block 1) “Pedagogy of individuality”	Lectures - 12 hours	Objectives: to form a holistic view of the pedagogical concept; formation of knowledge of the main features within the individual; to get acquainted with the features of foreign socialization and family pedagogy. Outcomes: To know the characteristics of learning processes in educational activities.
	Creating projects - 2 hours	Structure (purpose, result) Objectives: To select ways to study the interpersonal relationships with different age groups of students and the psychological climate in the student environment. Selection of data processing methods and selection of the best option to complete the research. Develop conceptual recommendations to address psychological challenges in using this project; to form the need for pedagogical creativity and thinking. Outcomes: Students learned to analyze interpersonal relationships and identify the characteristics of the psychological climate. Students mastered the basics of personality pedagogy and tried to design (model) the formation of the student personality under certain conditions.
(2-block) “Educational Psychology”	Lectures - 18 hours	Objectives: to form in students an understanding of the main aspects of the individual development of schoolchildren; to know and analyze the characteristics of the mental state of schoolchildren. Outcome: Students developed a holistic view of the student psyche, and students demonstrated certain skills by analyzing modeled psychological conditions. They have mastered the basics of skills development.
	Creating projects - 4 hours	Objectives: to develop students' theoretical preparation for research activities as future teachers. Outcomes: Students will acquire reflexive skills in learning activities, the ability to identify problems and

		identify ways to solve them in the learning process. Acquisition of analytical skills (in terms of self-analysis and self-development).
	Workshops - 4 hours	Objectives: to develop group communication skills; developing the ability to argue from a single point of view, developing communicative skills as well as reflexive skills in communicating with friends. Outcomes: active participation of most students, knowledge of the conceptual framework of pedagogy and psychology, demonstration of analytical skills in debate.

Thus, as a result of the two phases of the implementation of teaching technology based on the project described above, we have the opportunity to see an integrated picture of the formation of students' research skills. Project education teaches to develop a project attitude to the world, to one's own life, and allows future professionals to combine education, research and professional activities.

Foydalanilgan adabiyotlar ro'yxati:

1. Decree No. PF 5748 of October 8, 2019 "Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" (Chapter 3, Paragraph 3), Tashkent-2019.
2. Law No. ZRU No. 576 of October 29, 2019 "On Science and Scientific Activity". Tashkent-2019
3. А.А.Губайдулин "Формирование исследовательской компетентности студентов в условиях проектного обучения" автореф.дисс.(к.п.н.), Казань -2011 г.
4. BH Rakhimov Abstract "Socio-pedagogical bases of directing students to research work" (DcS), Tashkent-2009.
5. MR Kadyrova "Modernization of creative activity in teaching foreign languages to students of non-language higher education institutions" - Abstract (PhD), Tashkent-2018.
6. GN Ibragimova "Development of creative abilities of students on the basis of interactive teaching methods and technologies" abstract (PhD), Tashkent-2017.

Internet resources:

1. www.gov.uz (Resolutions and orders of the Cabinet of Ministers and the President of the Republic of Uzbekistan).
2. www.infocom.uz
3. <http://www.vak.uz> (Official website of the Higher Attestation Commission of the Republic of Uzbekistan).
4. www.ziyonet.uz
5. <http://www.pedagog.uz>