

THE IMPLEMENTATION OF THE PROJECT MODEL OF
LEARNING IN THE FORMATION OF SOCIAL ACTIVITY OF THE
INDIVIDUAL IN THE EDUCATIONAL PROCESS

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Annotation: The process of forming a student's social activity is comprehended, evaluated, transformed, brought into line with the current unstable situation. However, it remains in demand to fill the formation of a student's social activity with new components, which are the preparation and implementation of socially significant projects. In contrast to the traditional approach to the preparation and implementation of projects, the development of the creative initiative of the student and the teacher is emphasized, which implies their cooperation and creates conditions for interaction.

Keywords: achieve goals, small experiment, social systems

The features of project interaction are that along with deep insight into the problem under study, critical thinking is manifested, and the anticipatory nature of the student's entry into the socio-cultural situation is revealed. To substantiate socially significant design, the characteristics of projects are proposed, the pedagogical meaning of which is to create conditions for the implementation of socially oriented actions of the individual. Thus, on the basis of obtaining and processing information, problems that need to be solved in the course of product creation are foreseen; skills of teamwork and business communication in a group are formed, skills of transferring and presenting acquired knowledge and experience. It is proved that the preparation and implementation of socially significant projects allows one to gain positive socialization experience, which determines the student's becoming a full-fledged member of society, assimilating social norms, cultural values and being active.

It has been found that various definitions of the research method are used in the pedagogical literature: heuristic, laboratory-heuristic, experimental-

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testing, laboratory lesson method, project method, natural science, research principle (approach), heuristic research method. The analysis makes it possible to determine the correlation between the concepts of "project" and "research" and identify the difference in meanings. At the same time, the main educational tasks of using the project method are revealed: developing the student's skills to generalize the knowledge gained and achieve goals independently; developing the ability to anticipate problems that need to be solved during the creation of the final product; developing not only the skills to navigate the information space, but also to process the information received; developing business communication skills to gain experience in presenting the information received. knowledge. The social significance of these statements lies in the fact that the use of the project method contributes to the coordination of the actions of the project participants, a common understanding of the situation, solidarity or disagreement in resolving the contradictions that have arisen.

A practice-oriented project (as a student's reorganization of their own cultural experience) is aimed at solving social problems that reflect the interests of the project participants or an external customer. These projects are distinguished by a clearly defined result of the activities of its participants: for the classroom, school, neighborhood, city. The value of the project lies in the possibility of using the final product in practice, which is presented in the presentation, film, booklet, etc. A creative project involves an unconventional approach to both its implementation and presentation of the results. This is manifested in the preparation of almanacs, theatrical performances, sports games, the use of works of fine or decorative arts, and videos. The structure of the research project resembles a scientific study and includes justification of the relevance of the chosen topic, formulation of research objectives, hypotheses with subsequent verification, discussion and analysis of the identified results. Scientific research methods can be used in the implementation of the project: small experiment, modeling in the socio-cultural space, sociological survey.

It is important for a teacher to realize that a social project is a type of social creativity, the main strategic goal of which is to create an optimal community



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and organize collective relations, taking into account the objective conditions and the vital activity of various social groups. A social project sets the parameters, the main characteristics of the development of social systems for a limited, well-defined period of time. However, it is not enough to define strategically important goals and the direction of development, it is important to be able to express them in certain indicators. The social project reflects the final results of social activity, presented with the help of iconic messages. It should contain information and comply with the following basic principles: unambiguity, necessity, completeness, consistency, optimality.

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