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Rabotnov, A. Pettay i dr.) kabi yangi shakllarni paydo bo'lishiga olib keldi. Turli kompozitsiyadagi fraktallar tasvirlangan kartinalar ko'pchilik ko'rgazmalarda namoyish etilmoqda.

INGLIZ TILINI O'QITISHDA LOYIHALASH TEXNOLOGIYASINING AHAMIYATI

Yusupova M.A. - Toshkent viloyati Chirchiq davlat pedagogika instituti katta o'qituvchisi

Annotatsiya. Mazkur maqolada ongli o'qish, loyihalash malakasini shakllantirish va rivojlantirish, ta'lim jarayonini loyihalash metodi orqali takomillashtirishning pedagogik-psixologogik asoslari tadqiqi bayon etiladi. Loyihalash usulining asosiy maqsadi - talabalarga amaliy fanlar yoki muammolarni hal qilish jarayonida mustaqil ravishda turli xil sohalardagi bilimlarni birlashtirishni talab qiladigan bilimlarni o'zlashtirishni imkoniyatini beradi.

Agar loyihalash usuli pedagogik texnologiya sifatida o'rganadigan bo'lsak, unda ushbu texnologiya izlanishlar, izlash usullari, muammoli usullarni o'z ichiga oladi.

Kalit so'zlar: ta'lim, talaba, loyihalash metodi, ongli o'qish, tahlil, malaka, pedagogik tizim, tamoyillar, metodlar, kitobxonlik, adabiy-ijodiy, kommunikatsiya.

ВАЖНОСТЬ ТЕХНОЛОГИИ ПРОЕКТИРОВАНИЕ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В данной статье излагаются изучение педагогических и психологических основ совершенствования процесса обучения развитие навыков проектирование. Основная цель метода проектирование состоит в предоставлении учащимся возможности самостоятельного приобретения знаний в процессе решения практических задач или проблем, требующего интеграции знаний из различных предметных областей.

Если говорить о методе проектирование как о педагогической технологии, то эта технология предполагает совокупность исследовательских, поисковых, проблемных методов, творческих по своей сути. Преподавателю в рамках проектирование отводится роль разработчика, координатора, эксперта, консультанта. Преподаватель может подсказать источники информации, а может просто направить мысль студентов в нужном направлении для самостоятельного поиска.

Ключевые слова: обучение, студенты, метод проектирование, осознанное чтение, анализ, умение, педагогическая система, принципы, методы, читательская деятельность, литературно-творческое, общение.

THE IMPORTANCE OF DESIGN TECHNOLOGY IN TEACHING ENGLISH

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Annotation. This article sets out the study of pedagogical and psychological foundations for improving the learning process development of design skills. The main goal of the design method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, requiring the integration of knowledge from various subject areas.

If we talk about the design method as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in nature. The teacher in the design is assigned the role of a developer, coordinator, expert, consultant.

The teacher can tell the sources of information, or can simply direct the students' thoughts in the right direction for an independent search.

Key words: education, students, designing method, conscious reading, analysis, skill, pedagogical system, principles, methods, reading activity, literary and creative, communication.

The project method arose at the beginning of the century, when the minds of teachers and philosophers were aimed at finding ways, ways of developing active independent thinking of the student, to teach him to not only remember and reproduce the knowledge that the school gives them, but to be able to apply this knowledge to practice[1]. The project method has found wide application in many countries of the world, mainly because it allows you to organically integrate the knowledge of students from different areas around the solution of one problem, makes it possible to put the knowledge into practice, while generating new ideas.

This topic is very relevant in our time, because the project method is a comprehensive teaching method that allows you to individualize the learning process, allows the student to be independent in planning, organizing and monitoring their activities[2]. The use of this method is very relevant in my work, as the new education standards require a personal approach in training and education.

The purpose of this work is to illuminate the essence of the project method in training. In carrying out this work, we set the following tasks:

1. Consider the types of projects.
2. To study the requirements for projects.
3. Show the possibilities of using the project method in teaching a foreign language.
4. To tell about the experience of working on projects in English lessons.

Thus, the object of the work is the process of using the project method in training.

The subject of my work was the features of using the project method in pedagogical activity.

The main types of projects

The project method is a set of techniques, actions of students in their specific sequence to achieve the task - to solve a specific problem that is significant for students and framed as a kind of final product.

The main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, requiring the integration of knowledge from various subject areas.

If we talk about the project method as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in nature. The teacher plays the role of a developer, coordinator, expert, consultant within the project. The teacher can tell the sources of information, or can simply direct the students' thoughts in the right direction for an independent search.

But as a result, students must independently and in joint efforts solve the problem by applying the necessary knowledge, sometimes from different fields, to get a real and tangible result. All work on the problem, therefore, takes on the contours of project activities. Of course, over time, the idea of the project method has undergone some evolution. Born from the idea of free education, at present it is becoming an integrated component of a fully developed and structured education system.

But its essence remains the same - to stimulate students' interest in certain problems, which require possession of the necessary amount of knowledge and through project activities, providing for the solution of these problems, the ability to practically apply the knowledge gained, the development of reflex and critical thinking.

The project method becomes an "integrated" component of a fully developed and structured education system.

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[1] Кочетурова Н. Метод проектов в обучении языку: теория и практика - статья на сайте Центра лингвометодических информационных ресурсов.

[2] Насонкина Л.В. Метод проектов как средство реализации личностно ориентированного подхода при изучении иностранных языков - статья на сайте Ярославского педагогического вестника.

The popularity of the project method is ensured by the possibility of combining theoretical knowledge and their practical application to solve specific problems. In addition, the project method supports the formation of new approaches to the organization of pedagogical management, is one of the effective means of building a personality-oriented pedagogical system. The most complete classification of projects in domestic pedagogy is the classification proposed in the study guide E.S. Polat, M.Yu. Bukharkin and others. It can be applied to projects used in the teaching of any academic discipline and in educational work. For typology of projects, various typological features are offered.

In this classification, according to several criteria, the following types of projects are distinguished:

1. According to the method that dominates the project
- research;
- creative;
- adventure, gaming;
- information;
- practice oriented.

2. By the nature of project coordinations
- with hidden coordination.

3. By the nature of the contacts
- domestic (regional);
- international.

4. By the number of participants
- personal (individual);
- paired;
- group.

5. The duration of the
- short term;
- medium duration;
- long-term.

So, work on a project is primarily a student's independent work to solve a problem, requiring the ability to pose a problem, outline ways to solve it, plan work, select the necessary material, etc. Thus, in the process of this activity, the student develops his intellectual skills, character traits such as determination, perseverance, hard work, acquires certain learning skills, and learning through mastery of knowledge, skills, provides social and professional adaptation in society, which is important in today's an ever-changing world.

Teaching children to work on a project, you can offer them the following execution algorithm, highlighting the following stages of work on it:

1. Define the topic of the project.
2. Identify the problem and goals of the project.
3. Discuss the structure of the project, draw up a rough work plan.
4. Gather information: turn to existing knowledge and life experience, work with sources of information, create a system for storing information.
5. Work in groups.
6. Meet regularly and discuss the intermediate results, ask the teacher to comment on the work done, correct errors.
7. Analyse the information collected, coordinate the actions of different groups, help each other.
8. Prepare a presentation of the project - organize an exhibition, video, radio broadcast, theater, school holiday, etc.
9. Demonstrate the result of the project (the culmination point of the project).
10. Evaluate those project.

In addition, for the work to be considered a project, the following requirements must be imposed on it:

1. The presence of a significant research / creative problem / task requiring integrated knowledge, research to solve it (for example, studying a demographic problem in different regions of the world; creating a series of reports from different parts of the globe on one problem; the problem of the influence of acid rain on environment, holding a school-wide event, etc.).

2. The practical, theoretical, cognitive significance of the alleged results (e.g. report to relevant services on demographic state of the region, factors influencing this condition, trends, traced in the development of this problem; joint publication of a newspaper, an almanac with reports from the scene; forest protection in different areas, action plan, etc.);

3. Independent (individual, steam, group) activities students.

4. Structuring of the content of the project (indicating phased results).

5. The use of research methods involving a certain sequence of actions:

- definition of the problem and the research tasks arising from it (using the brainstorming method, round table during the joint research);
- hypothesizing their solutions;
- discussion of research methods (statistical methods, experimental, observations, etc.);
- discussion of ways to finalize results (presentations, defense, creative reports, views, etc.);
- collection, systematization and analysis of the data obtained;
- summing up, presentation of the results, their presentation;
- conclusions, putting forward new research problems.

In teaching English, the project method can be used in close contact with the curriculum. So, for example, it offers individual design work for students in order to more fully familiarize themselves with the country of the language being studied[1], its traditions and customs. The ultimate goal of working on a number of projects is to create an album about Britain. At the initial stage, students, together with the teacher, discuss the content and nature of the project, its goals. At the organizational stage, the following points should be considered:

1. It is reasonable to determine the time frame, since work on the project takes a lot of time;
2. consider what materials and sources students can use;
3. discuss the methods and type of collection of information;
4. choose the optimal presentation form result
5. Compose and discuss a rough work plan.

Next comes the most time-consuming and time-consuming stage of work on the project - collecting information: accessing existing knowledge, working with various sources of information, searching for new knowledge, forming your own opinion and view on the subject of research.

It should be noted that not all students are immediately and easily involved in the work on the project. It is impossible to offer a task that a student cannot complete. Tasks must correspond to the individual level at which each project participant is located. It is necessary to advise each student where it is better to get information, how to write it down, how to present it. It is at this stage that the main work of the teacher with his students takes place, intermediate results are discussed, errors in the use of language units are corrected. The guys disappear fear of the English language, they better learn its logical system. This kind of work provides many opportunities to apply the grammatical phenomena and structures passed.

In addition, the project method involves working in groups, which contributes to the development of educational and social skills that are extremely important in modern life. Therefore, teams work on projects. When working in a team it is important to learn how to determine the amount of information and the sequence of work with it, to allocate areas of responsibility, to know how to combine research results and draw general conclusions.

The project method, which originated in the 19th century, is one of the technologies that provide personality-oriented education and training.

The project method also practically incorporates other modern technologies, such as training in collaboration.

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[1]Новые педагогические и информационные технологии в системе образования: Учебное пособие. Е.С. Полат, М.Ю. Бухаркина, М.В. Моисеева, А.Е. Петров; под ред. Е.С. Полат. - М.: Издательский центр "Академия", 1999.

In addition, the positive specificity of this technology lies in the fact that it is based on the independent work of students at school and at home, encourages them to search for new information from any sources available to them. During the work on the project, the student himself needs to organize and plan his work together with other students in order to achieve a positive result. The teacher only acts as a consultant, an indirect project manager. The motto and goal of any project is "to help each student develop their personal and social inclinations."

Using the project method in language teaching also has many advantages: the language is used in situations as close as possible to the conditions of real communication; the topic is chosen one that is of great interest to students and is directly related to the conditions in which the project is carried out; there is a careful selection of language material, types of tasks and the sequence of work in accordance with the theme and purpose of the project; students can present their creativity in a visual representation of the result. At the current stage of its movement, pedagogy has again returned to orientation toward the development of students, and therefore many ideas of the project method are in tune with it. The main problem that restrains the spread of the project method today is the difficulty of pairing project tasks with the requirements of educational standards since it is practically impossible to formulate project tasks so that standard knowledge, skills, and abilities can be used when students perform these tasks.

MEDIATA'LIM TEXNOLOGIYALARI BO'YICHA TALABALARNING KASBIY TAYYORGARLIGINI RIVOJLANTIRISH ZARURATI

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Annotatsiya. Maqolada zamonaviy pedagogga qo'yiladigan didaktik talablar, talabalarning mediata'lim texnologiyalari bo'yicha kasbiy tayyorgarligini, mediakompetenligini rivojlantirishning pedagogik tamoyillari, samarador innovatsion usullari tahliliy yoritilgan, didaktik tavsiyalar ilgari surilgan.

Kalit so'zlar: mediata'lim, axborot muhiti, innovatsion vosita, pedagogik texnologiya, innovatsion yondashuv.

НЕОБХОДИМОСТЬ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ ПО ТЕХНОЛОГИЯМ МЕДИАОБРАЗОВАНИЯ

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Аннотация. В статье приводится аналитическое освещение дидактических требований к современной педагогике и профессиональной подготовке студентов по технологиям медиаобразования, рассматриваются педагогические принципы развития медиакомпетентности, предлагаются эффективные инновационные методы и дидактические рекомендации.

Ключевые слова: медиаобразование, информационная среда, инновационные средства, педагогическая технология, инновационный подход.

THE NEED TO DEVELOP STUDENTS' TRAINING IN MEDIA EDUCATION TECHNOLOGIES

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Annotation. The article provides analytical coverage of didactic requirements for modern pedagogy, students' professional training in media education technologies, pedagogical principles of media education, effective innovative methods and didactic recommendations.

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