

The Role Of The Project Method In Forming Students' Self-Development Competence

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Abstract: This article discusses the importance of the project method in the formation of students' self-development competence and its role in the educational process. Self-development competence refers to the ability of students to independently improve their knowledge and skills, to strive for personal growth and development. The project method allows students to demonstrate their potential through practical activities, develop creative thinking and problem-solving skills. This article analyzes the role and impact of the project method in the formation of students' self-development competence, shows its effectiveness in the education system, as well as its positive impact on the personal and professional development of students. The article contains methodological recommendations aimed at developing students' skills in independent thinking, self-analysis and the application of new knowledge in practice.

Keywords: creativity, communication, logic, thought, development, worldview, motive, situation, experience.

Introduction. The modern education system pays great attention not only to knowledge, but also to the personal development of students. Preparing students for self-development, forming their competencies is one of the most important tasks of today's education system. Competence for self-development is the ability of students to independently improve their knowledge and skills, to realize their potential to the maximum. Such competence in formation various methods and methodologies there is of them one – project method is considered. Project method students creative thinking, problems solution to grow ability and oneself management skills to develop big help This gives in the article project method students oneself develop competence in formation place and his/her education in the process importance analysis will be done.

In order to raise young people as intellectually capable, creative thinkers, and comprehensively developed individuals who embody national and universal qualities, it is important to establish scientific and methodological foundations for the use of interdisciplinary integration in the education system, including in the process of teaching the native language, based on clear scientific conclusions and results, to create integrated programs and textbooks, and to develop innovative teaching forms and technologies.

Analysis and results. The reforms of recent years have been an important step in ensuring the balance between the content of education and its purpose. As is known, humanity lives in a highly information society. One of the specific goals of education is to arm students with high-quality information that contributes to their spiritual and intellectual development. The content of education that corresponds to this goal should, first of all, be reflected in textbooks and textbooks with a certain consistency. Because a person of the new era must have solid knowledge, skills and qualifications that can bring about a number of changes that will raise social, material, and cultural development to a completely new level. This requires the expression of the content of

education that corresponds to the purpose of education through new educational models.

The possibilities of defining educational content in a way that is appropriate to its purpose should be manifested in the following:

1. The learning materials and educational tasks provided to students must, first of all, correspond to the general goal of education and the purpose of the subject.

2. To present students with overlapping concepts, learning texts, and learning tasks in a way that is consistent with the learning objectives.

3. Clearly plan the teaching technology and educational tasks to be performed by the student when determining the educational content that corresponds to the educational goal.

4. To achieve the expansion of interactive work in various directions in accordance with the educational goal.

5. Educational materials presented to students in a manner appropriate to the educational goals should be closely linked to the lifestyle, traditions, mentality, spiritual and cultural life, activities, and region of residence of the Uzbek people, and should be able to embody them in the eyes of the student.

6. Educational materials, educational tasks, didactic developments, questions and assignments, independent work, homework provided as part of educational and methodological complexes should be convenient for the student to acquire individual knowledge, analyze events, and apply the acquired knowledge in practice.

7. By organizing independent learning for students based on the educational goals, it becomes possible to define the content of education in a purposeful manner. This creates an opportunity for students to act independently during the lesson.

It is necessary to recognize the development of the student's personality as the primary goal of the general secondary education system, and to direct the entire educational content towards this goal.

Didactics and methodologists interpret the effectiveness of the educational process as the difference between the goal set in the educational process and the achieved result. The smaller the gap between the goal set in the educational process and the achieved result, the more effective the education is considered. Qualitative indicators of effectiveness are determined by the acquisition of knowledge and methods of activity. Quantitative indicators are determined by the difference between the goal of education and the knowledge, skills, and competencies acquired by students.

The historical development of the organization of education based on a competency-based approach can be divided into four stages: The first stage is the initial stage of development, covering the 1960s-1970s. During this period, the interpretation of the concepts of "competence" and "competence" began to find expression in scientific literature. Initially, the theory of language learning was based on the idea of forming students with speech competencies.

First time D. Hymes by science "communicative" The concept of "competence" included. Competency approach development second The 1970s-1990s stage inside takes. This in stages foreign languages study in experience, as well as professionally skill development, management in the fields of interpersonal communication and attitude during installation competence, competence from the concepts usable began. During this period "Ready" competence "to be", like "ability" in meanings presented to be with one in the series "responsibility", "accountability" personal adjectives J. Raven 's 1984 book "Modern in society "competence" in his work this concept in detail

explained. Competence concept in itself very many meanings expression confession J. Raven 's literally, competence so pedagogical I understand that it is very many in quantity from components organization found is, their most to each other relatively mutual independent is considered. Competence in the content some components exactly cognitive to the field relevant if, others emotional to the field is related. Own in turn, this components each other filling to the feature has. "21st century for "education" international of the commission in the documents Jack Delors's" Education : Hidden "wealth" lecture announcement This is done. in the lecture education process organization in the process of reliable four support basis described. They are: knowledge; practical actions to do; together activity show; life forgiveness laws from learning consists of. Such thoughts using author competence main content open given by Jacques Delors to the mind according to, practical actions to do, to say wide in the sense competence, skill has to be understood. In groups work to take and work during to the surface coming many complicated from situations successful out go away to take in mind is being held.

At the same time, competence is closely interconnected with the pool of skills and basic competencies. In this process, it is important to identify the components of the pool of skills. This pool consists of a set of personal and interpersonal qualities, abilities, knowledge and skills that are manifested in various forms in social activity and the educational process. The third stage of development of the theory of a competent approach began in the 90s of the last century. By this time, the first scientific research on the use of competence in the educational process was carried out. During 1993-1996, professional competence was first comprehensively analyzed as a special subject in the context of labor psychology in the works of AK Markova. During this period, scientific research on pedagogical competence emerged. These include the works of LMMitina, LA Petrovsky, NV Kuzmina. A distinctive feature of the research carried out at this stage is that certain competencies were isolated within the framework of research carried out in collaboration with UNESCO. The fourth stage of the development of the theory and practice of the competency-based approach is unique, and at this stage, the integration of competencies into the content of vocational education and general secondary education subjects takes priority.

The most optimal version of the core competencies was developed by AVKhutorsky, an academician of the International Academy of Pedagogical Sciences, Doctor of Pedagogical Sciences. According to him, the core competencies are:

1. Dignity, competence of belief.
2. General cultural competencies.
3. Reading-learning competence.
4. Information assimilation competence.
5. Communicative competence.
6. Social work competence.
7. Consists of the competency of personal improvement

The competence of students studying in secondary education is assessed according to the results achieved in three areas: 1) personal results; 2) results according to systematic and activity-based activities; 3) results in educational subjects. It is advisable to determine the DTS based on the competency approach in Uzbekistan and, in accordance with it, to effectively use the experience of foreign countries analyzed above in improving the content of education, taking into account the socio-economic development of society, paying special attention to the formation of competencies in students, including the skills of mathematical calculation, modeling,

independent thinking, logical analysis, creative activity, and objective assessment of reality.

It is necessary to create joint activities between the teacher and the student, to expand the learning space in order to solve the individual tasks of adolescents as much as possible, and to improve learning motivation at the transitional stage of student development. The following can be indicated as opportunities for individualizing the student's learning activities:

- a) text on work to take ;
- b) be able to express one's thoughts in a logical manner;
- d) the ability to work from the perspective of adults, etc.

Students should be able to briefly describe what knowledge and skills they should acquire in a freely organized learning process, what the criteria for assessing the acquired knowledge should be, what individual methods, techniques, and tools students have, similar assessment tools, differential, absolute, general, practice, creative, mandatory work, etc.

In recent years, scientific research has been carried out in pedagogy and pedagogical psychology aimed at organizing and gradually developing students' independent thinking. At the same time, the discipline of pedagogy faces important tasks such as developing organizational and pedagogical conditions, pedagogical and psychological possibilities, principles and organizational foundations for the liberalization of the educational process.

If the educational process is fully oriented towards the student, organized on the basis of certain principles, taking into account his needs and capabilities, interests, and talents, the results of such education will, first of all, become a factor that develops the student himself, as well as the state, society, science, and production.

The results of the study of the age and psychological characteristics of primary school students show that motivating students to activate the learning process is of great importance in ensuring their development. Such encouragement as a result in class friendly environment to the body is coming. Encouragement elementary class of students memory, thinking strengthen, know their interests forms. All incentives his/her own to be expressed according to classified: mimicry, pantomime, speech through, material in forms, activities based on done increaseable incentives. Training process success demonstrative to the tools directly related. In students support vital and science related competencies harvest in doing exhibitionism big importance has. Because figurative thought in style has was elementary class students practical actions seeing to perform based on thorough They absorb. Such demonstrative tools to: tables, support drawings, didactic and handout materials, individual teaching aids input It is possible. These students active teaching to the process attraction to do opportunity gives. As a result they training process active to the participant turning around, paying attention centralization, thoughts expansion to the possibility has they will be.

Students education activities efficiency provide and in them support vital competencies harvest in doing elementary class in students support vital competencies harvest to do directed pedagogical recommendations presented We do. They are: - support competencies in formation teachable training subject not, maybe student person develop priority place possession the necessity into account to take; that separately highlight must be studied subject the student person as does not form, but teacher training subject to teach directed pedagogical activity using students mature - teacher in students activity to form whole pedagogical activity to direct; because student education in the process how much active if, in the future social activity

through society active to a member becomes. - students knowledge effective to master encourage them practical to know methods more their possessions for to assist ; - teacher Ask students, "What for" the question regular to give, that through problems score to do processes the reasons search on to think to teach; because students cause and effect their connections to understand encouragement competency-based to the approach based of education basis organization does. Competency approach from students what they learned in practice having done to see demand does.

Conclusion. Elementary class in students communicative, information with work, person as oneself development, social-emotional and citizenship competencies formation for initially in them to know competencies develop Today's on the day state and society proactive, responsible, competent, communicative approachable, interpersonal attitude install able to to the youth strong need is feeling. This for students competence to be placed requirements not only high level fundamental knowledge, but also functional literacy level It also embodies knowledge. Competency to the approach based state education standards requirements within elementary class of students universal, personal and to know areas develop in mind is being held.

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