The Efficiency of Project Technology in Higher Education

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Abstract: The article studies that nowadays an English teacher can organize and manage their pedagogical activities on the basis of pedagogical innovations, develop pedagogical technologies and interactive methods necessary for their pedagogical activities, apply them in their daily activities, have pedagogical techniques, design their activities and should be able to create a step-by-step integrated model of foreign language teaching.

Keywords: Project technology, innovation, pedagogical process, learning process, creativeness, the English language, expert

INTRODUCTION

   Nowadays it is important for future experts to use the achievements of civilization, expand opportunities for the development of international cooperation and communication and organize the content of education on the basis Common European International standards. Training of future English teachers through the introduction of advanced teaching methods using modern pedagogical, information and communication technologies, raising the quality of higher education to the international level in accordance with the requirements of the Common European Framework of Reference for Language (CEFR) in the training of future foreign language specialists in accordance with international standards Training in the use of project technology in the process has been becoming increasingly important.

   In our country, a great deal of attention is paid to the teaching of foreign languages and a number of reforms are being carried out in order to further improve the education system. In particular, the Action Strategy for the further development of the Republic of Uzbekistan sets such tasks as "further improvement of the system of continuing education, improving the quality and efficiency of higher education, educating independent-minded, loyal to the Fatherland, strong outlook on life."

At the same time, it is important to develop professional competence of future English teachers based on the motives of activity, to develop a system of training in the use of project technology in learning process.

Pedagogical innovative processes began to be studied by scientists in the West in the late 1970s, in our country it began to be focused after getting Independence. The interest of the world pedagogical and scientific community in the subject is in the form of special innovative services, publishing, innovative articles in magazines. In addition, UNESCO has the Asian Center for Pedagogical Innovation for the Development of Education, the International Bureau for Education, summarizes pedagogical innovations from around the world and disseminates information about them in special publications to the pedagogical community. At the beginning of the twentieth century, a new field of knowledge is created - the introduction and application of innovations. It began to study the laws of introduction of technical innovations in the field of product manufacturing. The science of innovation has appeared as a reflection of the sharp increase in demand for the activities of firms in the development of new plans, services. Pedagogical views, which were new to that time, became widespread. In these processes, scientists focus on the following two main areas:

1) introduction of new pedagogical systems and their elements in educational practice;

2)the introduction of new management technologies and programmed systems in education.

The role of educational technologies in acquainting students with universal values, the rich culture of our people, the formation of requirements to improve their skills and abilities, the development of aesthetic concepts, the creativity and talent of students, creating conditions for their support is invaluable.

Therefore, today's rapidly changing conditions require the formation of such qualities as competence, initiative, flexibility, dynamism, constructiveness and aspiration for innovation in higher education graduates. Prospective teachers in pedagogical universities, including English teachers, should strive for independent learning throughout their lives and understand the use of advanced technologies, be able to make independent decisions, adapt to the social and future professional environment, be

prepared for emergencies and be able to cope quickly. As a result of the provision of project technology in the educational process, a productive activity takes place between the learner and the educator. As a result of this activity, the student experiences a sense of satisfaction with their work. Because in the working process on the project, the learner realizes how to plan, organize their activities and feels success.

Project technology appeared in the United States in the 1920s and began to be considered as one of the key aspects of humanistic pedagogy. It was first applied to the educational process as a project method or a problem-based method. The main ideas of this technology were developed by American pedagogical scientist John Dewey. According to the scientists, the project technology should have been applied to the educational process, taking into account the personal interests of students and aimed at targeting the activities of educational entities in the educational process. The didactic paradigm in the learning process should be a real-life situational problem, and the solution to this problem should be found independently, collectively or in small groups, using the achievements of science, to achieve a certain result. In this case, the problem and its solution should consist of design activities as a whole.

Training in the use of project technology is aimed at students to find, study independently and analyze the acquired knowledge, and even draw their own conclusions. In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual and the team, as well as acts as a manager, a guide.

Therefore, the special attention paid to the improvement of project technology in the educational process of educational institutions is especially relevant and expands the opportunities for the widespread introduction of a systematic approach to the educational process.

In teaching English, this technology encourages the teacher to pre-design the technological chain, from the objectives of the educational process to the establishment of a diagnostic system and control over the process.

The use of any pedagogical technology in the educational process allows them to effectively organize lessons, motivate young people to express their views on important life achievements and problems, give them the opportunity to think, reason and express their views.

In Higher Education all future English teachers should know the basics of the project technology in teaching and be able to strive for self-improvement and have a high level of motivation for teaching.

As the Russian scientist VP Bespalko points out, "... new didactic technologies used in education serve as a specific tool. This paradigm creates a new system of scientific and practical pedagogical activity.

On its basis, the learner is prepared to create new material and spiritual wealth in the environment ". Hence, technology serves as a factor that leads activities to results. In pedagogical activity, any project is a cornerstone of technology.

Today, an English teacher can organize and manage their pedagogical activities on the basis of pedagogical innovations, develop pedagogical technologies and interactive methods necessary for their pedagogical activities, apply them in their daily activities, have pedagogical techniques, design their activities and should be able to create a step-by-step integrated model of foreign language teaching. This means that the range of tasks of various new nature assigned to the English teacher is wide, and all of them must be scientifically and theoretically substantiated. Principles such as the secular nature of the education system in Uzbekistan, the need to be educated and the stimulation of individual talents require it.

Results

Teaching future English teachers to use project technology in the learning process will ensure that in all respects in their future activities will be an advanced, productive creative person, a wide range of interests, a rich inner world, revenge for pedagogical innovation. In this case, the activity consists of motivational, technological and reflective parts. Once the disciplines, their purpose and content are determined, curricula are developed. Textbooks are written based on the programs. Higher education professionals, including English teachers, must strive for independent learning throughout their lives, possess and understand the use of modern technologies, be able to make independent decisions, adapt to the social and future professional environment, be prepared for exciting situations and be able to get out of them quickly. Teaching future English teachers in higher education to use project technology in the learning process will improve their motivation to acquire knowledge.

Discussion

The use of project technology in the learning process is important in terms of organizing a person-centered learning process in terms of teaching English. The development of the use of project technology in the educational process has its own history, in which the theory of pragmatism of the American scientist J. Dewey has a special place. Uzbek scientist J. Boronov writes in his book "Collaborative Learning Technologies" that "... there is a process of quality education based on the priority of collaborative education, friendly relations between students, teachers and administration". The scientist emphasizes that in designing an environment of friendliness towards students, a participatory learning environment is established in the educational process, in which mutual respect is formed between the student and the teacher. In preparing future English teachers for the educational process on the basis of project technology, they will show social competencies aimed at understanding certain texts on socio-political and journalistic topics, differentiating speech competence in a foreign language, mother tongue, communication with language representatives.

This indicates the need to prepare future English teachers in the didactic context for the learning process based on project technology. These competencies are a component of socio-cultural competencies. Their development allows students to become acquainted with the values of English-speaking countries and also becomes the basis for successful professional activities in the context of socio-cultural communication. One of the project technologies in preparing future English teachers for the learning process is the use of web-quest technology not only to gather information on the Internet, but also to organize, define and fully understand the tasks associated with the profession.

The use of authentic materials in a foreign language as a result of the use of project technology in the preparation of future English teachers for the educational process, stimulate students' motivation to learn, improve the quality of knowledge acquisition, analytical and critical thinking; increase cognitive activity, organization of individual, group and independent work, direct and indirect interaction in the process of teaching a foreign language, the formation of metacognitive experience and ability for reflection, ensuring the variability of thematic oriented learning in any field of science , ensuring the variability of thematic-oriented education in any field of science, solving interdisciplinary tasks of theoretical and practical nature; allows to develop receptive, productive speech activity and creative potential, to form a positive emotional attitude in the learning process, to acquire general skills and competencies of the strategy of mastering learning materials.

In the field of foreign languages, the unique traditions of project technology, teaching methods, effective systematization of teaching or learning organization are formed, which is extremely important for professionals who aim to teach English and see their future as English teachers. It has been recognized by some experts that the main goal of using project technology in the organization of teaching or learning foreign languages   is to have communicative competencies by language learners as well as students.

It should be noted that the advantages of using project technology in the educational process are assessed by experts as one of the most effective technologies, as well as a clear view of it, which is defined as "co-education is not only easy and fun, but also effective." The American linguist D. James, who paid special attention to this aspect of foreign language learning, introduced the concept of communicative competence in the field of methodology in 72 of the last century. "We also need to be aware of that." Today, not only in the education system, but also in the context of integration and globalization processes in all areas, the development of intercultural relations is manifested as a completely new ontology in modern theories of foreign language learning. The specific directions and methods of studying foreign languages are developing and improving so much that in this area there is a lot of literature, special scientific and methodological directions. In this regard, the use of authentic materials in foreign languages, which in different ways reflect the vivid and natural functioning of the language in the learning process, is of great importance. The process of preparing future English teachers for the teaching process based on project technology will focus on:

increase students' learning motivation;

development of cognitive skill in students;

increases the responsibility of students for lesson preparation;

manifests itself as an incentive for further learning activities.

Conclusion

Project technology in the preparation of future English teachers for the educational process:

development of cognitive skill in students;

the formation of skills to work with additional literature;

the development of skills and abilities to use the opportunities of modern educational technologies, computers, the Internet, electronic information resources; develop skills and abilities to select, analyze, compare important ideas in the presented educational material;

increase the effectiveness of the lesson, the formation of motivation to study the subject through innovative technologies.

According to the above points it can be said that the use of project technology in the teaching of English at universities is organized on the basis of the content, purpose and structure of education, defined in the qualification requirements; to form in students the foundation of the English language course with the incorporation of scientific elements; increase interest in the subject; improve students' reading, writing, listening comprehension, and speaking skills in English; creative thinking should be focused on building skills and competencies.

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