

STUDENTS FROM CLASS OUTSIDE CREATIVE ACTIVITY PROJECT METHOD TO ORGANIZE ON THE BASIS OF

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Abstract: The article considers the possibilities of using the project method in vocational educational institutions for meaningful extracurricular activities of students, improving their knowledge, skills and abilities in subjects. In the research process, systematic analysis, statistical and survey methods were used. The stages of organizing students' extracurricular activities based on the project method and the tasks of the subjects are determined. As a result of the effective organization of extracurricular activities, the possibilities of forming general cultural, general professional and professional competence of future specialists are revealed. In the process of project activities, it is stated that students form a holistic system of universal knowledge, skills and abilities, acquire skills to work independently with various information sources, and gain experience in independent work.

Keywords: extracurricular activities of students, project, project method, project activities, learning situations, network services.

Introduction. One of the important tasks of professional education today is to develop students as individuals in the process of independent learning, the development of their abilities to work independently on themselves, and the formation of skills to reflect on their own activities and work purposefully with information. For this, it is necessary to form design, construction, communicative and organizational functional components that contribute to the professional qualities of students during the educational process. However, for some objective reasons, including the time constraints of classroom training, such qualities cannot always be formed. Therefore, one of the important elements of pedagogical activity in professional educational institutions is “teaching the student to study”, which leads to the need to effectively organize his extracurricular and independent activities.

The Decree of the President of the Republic of Uzbekistan No. PF-5812 dated September 6, 2019 “On additional measures to further improve the professional education system” sets out tasks for the development of professional education, including meaningful spending of students' free time, effective organization of independent learning, and effective use of modern pedagogical and information technologies in training sessions. [1].

Currently, extracurricular activities are an integral component of the professional education system, and as a result of its effective organization, opportunities are created for the formation of general cultural, general professional and professional competence of future specialists. Extracurricular activities are understood as the purposeful organization of students' free time from classes, aimed at developing their creativity, increasing their initiative and mobility, and ensuring the acquisition of professional knowledge, skills and abilities [2].

The following can be noted as well-organized forms and forms of extracurricular activities: professional and creative competitions, research work of students, participation in subject circles,

competitions and science olympiads in educational institutions, participation in various events, completion of homework, etc.

Literature review and methods. Extracurricular activities of students were considered in various ways by AV Esin [2], VO Kutev [3], IP Podlasiy [4], EV Savina [5], E.Yu. Rivkins [6]. According to NE Guruleva, the student's extracurricular activities are those that cannot be fully implemented within the framework of the educational process and have great potential to fully satisfy the interests and requests of each student [3].

In the selected lectures of II Prokopev, it is emphasized that extracurricular activities represent a part of extracurricular activities and that they have more opportunities to take into account the individual interests and requests of students [7].

Pedagogical scientists claim that extracurricular activities help develop students' communicative skills in an informal communication environment, such as in clubs, Olympiads, and spiritual and educational events. Organizing extracurricular activities or working in clubs with students and communicating with them in a more relaxed environment plays an important role in their development and upbringing [5,8,9].

World pedagogical experience shows that one of the ways to organize students' extracurricular activities meaningfully and effectively is the use of the project method. Although the project method is not a novelty in pedagogical practice, it has not lost its relevance even today [8,9,10].

Formulating the purpose of the article. The purpose of the article is - To reveal the possibilities of using the project method in vocational technical schools, colleges and schools to conduct meaningful extracurricular activities for students and improve their knowledge, skills and abilities in subjects.

Task statement. To achieve the set goals, it is necessary to find solutions to the following issues :

- to determine the content and essence of students' extracurricular activities in professional education;
- to identify the possibilities of organizing extracurricular activities for students individually and in groups based on the project method;

Methods used in the research process:

1. Systems analysis method (taking into account the interaction of elements of different nature to create and use a project).
2. Statistical methods (normative method, random evaluation method, constructive-critical method).
3. Survey methods (questionnaires, interviews, conversations).

Currently, experience has been accumulated in organizing extracurricular and independent work in vocational educational institutions using educational programs, electronic textbooks and manuals, as well as printed literature. At the same time, methodological developments on the implementation of tasks that students in various disciplines must independently perform outside the classroom using the project method have hardly been developed. Scientifically based organization of educational projects in vocational educational institutions, which are carried out individually or in groups within a subject (short-term) or during intermediate controls (medium-term), as well as during the semester (long-term), serves to achieve the established pedagogical goals.

In modern education, the project method is one of the productive teaching technologies that allows you to significantly improve the quality of the educational process in professional educational institutions [8].

Usually in educational institutions, students' project activities can be organized during classes or outside of classes. Based on the nature of our research work, we will consider the technology of organizing students' project activities in subjects outside of classes.

Results and discussion . The analysis of the literature shows that one of the components with high didactic potential for organizing extracurricular activities of students is the use of the project method . Although the project method appeared more than 100 years ago, interest in it has not only not decreased today, but has also increased significantly due to the transition to a competent model of teaching.

ES Polat defines the project method as follows: “the project method is a method of achieving didactic goals through a detailed development of the problem, which should end with a real result and be properly formalized” [8].

Experimental work on organizing students' extracurricular activities based on the project method was conducted on the example of teaching the subject "Technology and Design of Light Industrial Products" at the Vobkent Vocational School of the Bukhara region. Experimental studies on organizing and monitoring students' project activities were conducted during the academic year.

By extracurricular activities of students, we understand any activity outside the educational process that contributes to the expansion of their professional knowledge and the formation of professionally significant qualities. This type of activity is aimed at consolidating the knowledge acquired by students in the classroom, actively mastering new knowledge, developing a creative approach to solving problems, and forming practical skills in solving situational problems.

The work on the project was carried out in stages. The teacher participated as a consultant at all stages of the project preparation. During the project implementation, the main attention was paid not to the content of the training (“what to do?”), but to the process of applying existing knowledge (“knowing how”). The presence of uncertainty in the environment activates the cognitive activity of students. In such a situation, the role of the student also changes. They become active participants in the process; their work in working groups forms the skills of solving problems as a team; students develop communicative skills.

Work on the project was carried out in the following stages:

1. Planning work on the project (the stage of exchanging ideas with existing knowledge on the topic): discussing emerging ideas; making suggestions and identifying ways to find solutions to controversial issues.
2. Analytical stage: clarification of the goals and objectives of the project; search and collection of information using specialized literature and Internet sources; students' use of their own knowledge and experience; exchange of information with other people; comparison of the information obtained and selection of the most important ones.
3. Generalization stage (the stage of structuring the information obtained and integrating the acquired knowledge, skills, and competencies): systematization of the information obtained; construction of general logical schemes of conclusions to confirm the results (in the form of an abstract, video, presentation, model, and other forms).

4. Presentation of the results obtained (stage of analysis of student activity): understanding the data obtained and the methods of achieving the result; presentation and discussion of the project results.

Research shows that during project activities, students learn to work independently with various information sources, find and use the information needed for the project, demonstrate their creative abilities, and develop skills in working in small groups.

The significant aspects of educational projects as an educational and production experience can be shown in two ways. On the one hand, educational projects are a teaching method aimed at developing the creative abilities of students. Secondly, they serve as a means of practical application of acquired knowledge and skills.

Conclusion. In conclusion, it is worth noting that organizing extracurricular activities of students in vocational educational institutions based on the project method forms a holistic system of universal knowledge, skills and abilities in students, ensures increased motivation, allows for the intensification of the level of intellectual development, and creates opportunities for consolidating theoretical knowledge in practice and self-control.

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