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Актуальные проблемы социальных и гуманитарных наук

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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/4(4) - 2024

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймахамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалохонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич - юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна - педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Карамаддиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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MUNDARIJA

07.00.00 – TARIX FANLARI

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PROJECT WORK AS A COMPLEMENT TO TRADITIONAL METHODS

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Abstract. Project method is a method where group of people work together in order to have an end result or product. Organizing and conducting of a project method should be based on students` interests, choices, availability of materials, their authenticity and time constraints. This method is about cooperating rather than competing because each of the groups plan actions differently.

Key words: project work, teaching method, approach, plan, step by step, learning, content and language integrated , process and product oriented, presentation, authentic, availability

LOYIHA METODI AN'ANAVIY USULLARGA TO'LDIRUVCHI SIFATIDA

Erkinova Lutfiya Qudratovna,
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Annotatsiya. Loyiha usuli - bu yakuniy natija yoki mahsulotga ega bo'lish uchun bir guruh odamlar birgalikda ishlaydigan usul. Loyiha uslubini tashkil qilish va o'tkazish talabalarning qiziqishlari, tanlovlari, materiallarning mavjudligi, ularning haqiqiyligi va vaqt cheklovlariga asoslanishi kerak. Bu usul raqobat qilishdan ko'ra hamkorlik qilishdan iborat, chunki har bir guruh o'z harakatlarini boshqacha rejalashtirishadi.

Kalit so'zlar: loyiha ishi, o'qitish usuli, yondashuv, reja, bosqichma-bosqich, o'rganish, mazmun va til birgab olib borilishi , jarayon va mahsulotga yo'naltirilgan, taqdimot, haqiqiy, mavjudlik

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Introduction. Teaching and learning English puts a milestone for the process of globalizing of society. It is obviously one of the actual problems to make it more effective and developed. In the history of teaching languages especially English language there are lots of traditional methods of teaching along with modern techniques and approaches. One of the methods to be required to use in modern methodology is project method.

Project work is not a replacement for teaching methods but it complements mainstream methods which can be used to almost all levels, ages and abilities of students. Projects can be used for: EFL, ESL, EAP, ESP, EOP classes and teacher trainings.[4; 1147-1155] Each of these directions of teaching English has special rules and regulations despite this fact project method can be applied and adapted to all of them. Starting from General English teaching where classes are based mostly on linguistic features and finishing with training sessions with professional and technical content.

Project-based learning is a dynamic approach to teaching in which students explore real-world problems, issues and challenges, are inspired to obtain a deeper knowledge of the subjects they are studying and more likely to retain the knowledge
gained through this approach far more readily than through traditional textbook-centered learning. In addition, the students develop confidence and self-direction as they move through both team-based and independent work. [5; 140-146]

Project method is a method which is complicated and requires step by step procedure. [6; 362-364] (Stoller, 1997; Korkmaz & Kaptan, 2001) Each of these steps is based on special knowledge and competency of a student by supporting and developing them a student can have a sophisticated results.

Projects with their wide variety of steps and actions can complete all existing methods as different audience have different characteristic features. Younger learners need topics and instructions which require less special knowledge while in classes with adult members projects can be organized in a way where they rely on their life and learning experience.

Project integrates language and content and links English to other curriculum subjects. It uses content for which students have relevant prior knowledge[6; 362-364].If students are aware of basic knowledge on the sphere they are going to work on it will be easier for them to be more specific and dive deeper into the subject, however being a professional or expert is not a requirement for this method. There are usually special goals which are exact and with the help of them participants may fulfill the tasks.

Literature review and methodoly. According to some scientists (Poplin, 1988; Stainback & Stainback, 1992; Steffe & Gale, 1995; Abdullah et al, 2012) teacher-centered approach or direct instruction makes students feel less power in the class and therefore the focus of the lesson goes to fulfilling tasks of a teacher but not making learning process effective. This is the way most of the lessons are built.[4;1149] In this case project method shows absolute difference as this method is built according to the interests and personal choices of students.

Yusupova Muhabbat[1;328-333] claimed that project work helps to improve competencies and skills of learners and this can improve the quality of the lessons. It shows that projects integrates different skills in one method and this is a tool to cover lots of aspects of teaching and learning.

According to Ni Luh Putu Ning Septyarini Putri Astawa, Luh Putu Artini, Putu Kerti Nitiasih projects are tools to maximize student`s role in the classroom and they call it as PBL(Project Based Learning). This method is organized around projects (Thomas, 2000; Larmer, Markham, & Ravitz, 2003; Bell, 2010)[4;1147-1155]

Nguyen Thi Van Lam mentioned that teacher`s role in organizing projects is as facilitator and motivator.[5; 140-146] I would like to add that teacher can act as a guide or instructor as well whenever students questions or some type of dilemma.

Solomon and Willie characterized projects as interdisciplinary and integrated what is more student is at the center of this method.(2003,2001)[2;1-3]

Process and product oriented (Stoller, 1997) approach in projects show that every single point is important and crucial. [2;1-3]

Project method builds student`s confidence, self-esteem, autonomy, language skills, content learning and cognitive abilities (Fried-Booth, 1997; Simpson, 2011; Solomon, 2003;

Srikrai, 2008; Stoller, 1997; Willie, 2001) What is important to add that students` managing skills are going to be developed as well, as students feel responsibility and they have to manage time and their full potential in order to reach the goal.[2;1-3]

At a major private Japanese university there was implemented a task-based project with approximately 340 first-year students enrolled in a second-semester speaking course. In this case students are explicitly instructed in some specific microskills, strategies and processes involved in conversation. These include phrases and strategies for turn taking, interrupting, expressing agreement or disagreement, summarizing what another person has said, and checking whether one has been understood.

In brief, project requires the learners to work in groups of two to four persons and to choose a topic they are interested in finding out more about. The groups the design a questionnaire which will be used to investigate the opinions that a specific target group holds about the chosen topic. Some of the objectives of a project was:

-provide learners the opportunity to use English for authentic purposes for an extended period of time

-provide intrinsically motivating activities which take advantage of the learners` desire to improve their listening and speaking proficiency

-enhance the learners` presentation skills

-demonstrate to students that use of English can further enhance their own education and development

-provide opportunities for learners to work closely together with a partner or in a small group for an extended period

The project was well-received by participants , they found the experience to be rewarding, intrinsically interesting, and educationally beneficial. Product and process oriented project was done in a high level. However, the potential of the project can only be fully manifested as more is understood about the nature of different types of tasks and as the instructors in the program gradually implement changes which they believe will result in a pedagogically sounder experience for the learners.[4; 1147-1155]

This experiment can be an example of the fact that project works are learner-centered [4; 1147-1155]. Teachers play the role of instructors and do not play essential role while organizing the key moments. Learner autonomy[2;1-3] is another principle of this method. Learner-centered approach dictates that everything should be built and constructed on the learners` interests, preferences and abilities, however learners can not be absolutely independent because they need assistance in process and organizing it. Participants sometimes lack of knowledge, experience and ideas in order to reach the end point, teachers guide them in order to avoid mistakes. Collaboration[4; 1147-1155] with group members is a milestone of project method this is the only way to keep balance and come to compromise while making decisions as a group. Despite the fact learning through tasks [4; 1147-1155] can seem a very simple and primitive component of a project method it helps participants to reach the goal by dividing it into small manageable chunks that every learner can see success after they finish every task.

Discussion. Project work is organized in a way that is divided into special steps(1):

1. Planning [6;362-364] this step requires brainstorming activities in order to think and decide what steps are going to be the next, students plan everything as a whole group .

2. Gathering information [6;362-364] there are lots of tools of collecting data, both qualitative and quantitative can be helpful, mostly learners gather information through reading, listening, interviewing or observing.

3. Group discussion of the information[6;362-364] after information was collected participant sort out it according to the goal and methodology.

4. Problem solving[6;362-364] this part is considered as the most responsible because of the fact learners implement information or knowledge they gather into the process and start taking results.

5. Oral or written reporting[6;362-364] reporting is still done in a group they discuss and decide what part of the procedure to include in it and which of the results are the most essential .

6. Display[6;362-364] –the very last and responsible part where learners show their projects to the teacher and defend their results with particular calculations, situations and conclusions they made during the project work.

Results. According to the procedures described and review of some experiments result of this matter can be obviously seen that there are special factors we should take into consideration while organizing project works. Students` proficiency levels[4; 1147-1155] are important it means we think about how students master language before creating instructions of a project. Students with low proficiency levels can manage only limited tasks.

Learners` interests[3;100-104]] as the same with criteria learner-centered should be on a high priority. Interest is a motivational tool, it gives students inspiration and drive to continue and be involved.

Time constraints[3;100-104] or time limits and deadlines are very important tools in project methodology. Time limit should be calculated and fixed in a way that students can physically and mentally manage a task without difficulty, otherwise it can create stress among members of groups.

Availability of materials[3;100-104] or are these available materials authentic or not? Why is it important for materials to be authentic? The authenticity provides us with the nature of the language and culture it belongs to. It helps to reveal all the points of this language and conveys with true atmosphere. Materials which are adopted or created by non-native people are based on the principles the language they acquire, their mother tongue. This is the reason why teacher checks if the all information needed is available and in case teacher provides students with them.

Some of the cases show that projects can be unsuccessful not regarding the fact that every single thing is done with a big effort. There some factors affecting the success of projects[3;100-104], conditionally they can be divided into 2 groups: 1. Teacher`s regulated factors and 2. Learner`s regulated factors

First group comprises in itself availability of time and access to authentic materials[3;100-104] if teachers can check and organize these 2 factors in an appropriate way students can definitely reach the point successfully if they can improve components of the second group. Second group includes receptiveness of learners and good organization of the process. Receiving and processing information in a logical and coherent way leads to organizing the work in a good way. All the tasks are done well if learners can approach to them critically and analytically.

Conclusion. All in all, project method creates an opportunity for students to be involved in process until they display it to the teacher and be evaluated. Authentic materials provide students with original information about the subject and topic.

-In projects students cooperate in order to come to generalized decision and conclusion. Among groups students do not compete as well because results and conclusions are going to be different from each other.

-Every single action is taken is to reach and make this product ready and appropriate.

-Having focus only on the product can fail the process of project so members of the group plan and organize all the moments attentively in order to make their project successful

-Through projects students learn how to make important decisions, learn how to take actions according to instructions, content and language integration helps to develop language aspects and expand the outlook all in all it makes brain work critically and evaluate every situation in a way to reach the success.

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