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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРЪ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ
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Махсус сон

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

Специальный выпуск

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ТОШКЕНТ-2023

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

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

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

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

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

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

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;

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

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

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

Кучкаров Раҳман 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 ФАНЛАРИ:

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;

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

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

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

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон

Республикаси Судьялар олий кенгаши
хузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

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

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

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

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

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

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

Умарова Навбахор 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;

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

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;

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

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – 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 хузуридаги 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 рўйхати (Рўйхатга) киритилган.

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Телеграм канал:
https://t.me/scienceproblems_uz

МУНДАРИЖА**07.00.00 – ТАРИХ ФАНЛАРИ***Шоев Иззатулло Хусенович*

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THE ROLE OF PROJECT METHODS IN REVEALING CREATIVITY OF ENGLISH TEACHER

Abstract. This research paper gives information about the basics of project methodology's provisions, and various prospects of applying project methods in English language classes in universities, especially as one of the means of establishing cross-cultural competence. Nowadays, traditional methods and approaches are opposed to project activities, in the project method, the central figures are the students, only the teacher assists and he/she is a correspondent in the procedure. Project methods encourage learners to deal with real-life problems and improve the advancement of learner autonomy. The applicable establishment of project methods in the English classroom environment is available only via a complicated analysis of the curriculum of the training field, the material design of the educational content in consideration of the age, the foreign communicational skills, level of the learners, professional establishment of cognitive tasks of the learners while teaching and individual work, applying of ICT in the educational procedure.

Keywords: foreign communicational skills, project methods, English language, creativity, awareness, cross-cultural communication, modern methods, team work, project work, collective work.

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INGLIZ TILI O'QITUVCHISI IJODIYATINING SHAKLLANTIRISHDA LOYIHA METODLARINING O'RNI

Annotatsiya. Ushbu tadqiqot ishi loyiha metodologiyasi qoidalarining asoslari va universitetlarda ingliz tili darslarida loyiha usullarini qo'llashning turli istiqbollari, ayniqsa madaniyatlararo kompetentsiyani shakllantirish vositalaridan biri sifatida ma'lumot beradi. Hozirgi vaqtda an'anaviy usul va yondashuvlar loyiha faoliyatiga qarama-qarshi bo'lib, loyiha usulida markaziy shaxslar talabalar bo'lib, faqat o'qituvchi yordam beradi, tashkillashtirib va boshqarib turadi. Loyiha usullari o'quvchilarni real hayotdagi muammolarni hal qilishga undaydi va o'quvchilarning avtonomiyasini rivojlantirishni yaxshilaydi. Ingliz tili sinfi muhitida loyiha usullarini qo'llash faqat o'quv yo'nalishining o'quv rejasini, yoshni hisobga olgan holda ta'lim mazmunining moddiy dizaynini, xorijiy kommunikativ ko'nikmalarni, o'quvchilarning saviyasini, kasbiy mahoratini murakkab tahlil qilish, o'qitish va individual ishlash jarayonida o'quvchilarning kognitiv vazifalarini belgilash, o'quv jarayonida AKTni qo'llash kabilarni o'z ichiga oladi.

Kalit so'zlar: xorijiy muloqot qobiliyatlari, loyiha usullari, ingliz tili, ijodkorlik, xabardorlik, madaniyatlararo muloqot, zamonaviy usullar, jamoaviy ish, loyiha ishi, jamoaviy ish.

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РОЛЬ ПРОЕКТНЫХ МЕТОДОВ В ВЫЯВЛЕНИИ ТВОРЧЕСТВА УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данной научной статье представлена информация об основных положениях проектной методологии, а также о различных перспективах применения проектных методов на занятиях по английскому языку в вузах, особенно в качестве одного из средств формирования кросскультурной компетенции. В настоящее время проектной деятельности противопоставлены традиционные методы и подходы, в методе проектов центральными фигурами являются студенты, только преподаватель помогает и является корреспондентом в процедуре. Методы проектов побуждают учащихся решать проблемы из реальной жизни и способствуют развитию самостоятельности учащихся. Применимость проектных методов в среде занятий по английскому языку возможна только через комплексный анализ учебного плана учебного поля, материальное оформление содержания образования с учетом возраста, навыков общения на иностранном языке, уровня обучающихся, профессионального уровня. постановка познавательных задач обучающихся при обучении и самостоятельной работе, применение ИКТ в учебном процессе.

Ключевые слова: иноязычные коммуникативные навыки, методы проектов, английский язык, креативность, осведомленность, межкультурная коммуникация, современные методы, командная работа, проектная работа, коллективная работа.

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Introduction. Nowadays, education encounters the activities of discovering and offering new techniques to teach different development that is called upon to meet fully the important necessities of both the reformed society and individuals. When using a foreign language in project activities, participants may encounter some language issues that teachers and students are used to solving during daily training sessions. Project methods are explicit to discover ways that improve the active autonomy cognition of the learner, to teach not only to memorize and reproduce knowledge but also to be able to apply them to practice. The general principle is based on the project method, it has consisted of the renewal of the direct connection of educational material with the life experience of students in their active informative and creative joint activities.

One of the available ways to these issues is reversed in asserting learning methods that can stimulate the students and build areas for their imagination, advancement of thinking, problem-solving, motivation of different skills, and personality as a whole. A teaching technique that can impact the changing of awareness transmission from teacher to student with cooperative, active, participative, team learning and study in which a learner is an active and constructive participant [1;369-398], is the project method. The project method, as an immediate section of integrative study, promotes the advancements not only of awareness and ability but also different sensibility in a learner such as emotional, moral, and aesthetic sensibility. While working on a project the holistic assumption is pursued and succeeding permeation of integrating educational content is reached without rigid subject atomization and distribution. It seems that as the time the application of a project students automatically bring in definite content and achieve cognitive and social abilities. The different roles of didactic-methodological apparatus in project activities are discursive usage of workshop cooperative work, interactive principles which promote creative belligerent debates, conversations,

techniques, and didactic tools which help learners to achieve skills by applying different bits of intelligence and symbolic systems [6;75].

So it is a very conversion issue to own comparable education to modern social education area, to improve the universal consideration and intelligence, to make the scientific conclusion, to evaluate the scientific success, to present a chance to be the title of their activities. Foreign language teachers must draw up future scholars to the innovation based on national and universal personal ability, the success of scientific and practical aspects, and promote education directed to professionalism, increase their creative, spiritual, and body power [2,103]. Furthermore, the scientific value and practical recommendations of this investigation intend to obstacle the subsequent struggles that develop gently:

1. project methodology as a chance to present current education and its scientific values;
2. the coincidence of project technology with the credit teaching system claims between education's scholastic system which doesn't mind modern types of teaching;
3. Productivity of project learning and its concrete application in the practice [10;441].

The main idea of using the project method when teaching a foreign language is to shift the focus from a different type of exercise, and training for active mental activity that requires for their registration of ownership for certain language means. Therefore in practical lessons in English in senior courses the course of studying on a specific topic, the teacher is planning a presentation and protection of projects. Projects themes offered by the teacher, not only a solution to socially and personally significant problems, arouse the interest of students in their solution, but also contribute to the formation of cross-cultural competence [3;622]. Understanding languages and cultures is closely related to the formation of linguistic and cultural competence is also important to start using the project method when teaching a non-native language. Teaching English should be carried out inseparably with other subjects, taking into account their specifics. The project method helps to realize this idea.

Literature review. The project method is noted in the scientific papers as an innovative method to study, which through its principles impacts the students' achievement in the acquisition of awareness needed in the XXI century (Blumenfeld et al., 1991; Barron & Darling-Hammond, 2008, Bell, 2010, D'Orio, 2012, according to Cervantes, 2013). Also, the project methodology empowers a new technique, because students possess a chance to ask different questions which awaken their interests, i.e. through investigation and posing questions the students establish the framework for the project. The developing need for education to concentrate on building creative people is another cause why the application of the project method is suggested worldwide. The latest investigations depict that the project method follows social changes and that it is directed toward the achievement of lesson planning, investigation, and group work activities (Thomas, 2000).

The project-based methods put forward in the first place not only the student's awareness but also the ability to solve problems that arise in real-life situations (N.V. Bagramova, V.A. Bolotov, T.V. Gromyko, V.V. Serikov, A. V. Khutorskoy, D. B. Elkonin, and others) [8;166]. The analysis of the methodological literature showed an increase in the attention of the scientific community to the use of project learning in teaching foreign languages (I. A. Zimnyaya, G. L. Ilyina, V. V. Kopylova, S. P. Mikitchenko, O. M. Moiseeva, G. M. Nuriakhmetov, E.

S. Polat, E. D. Pakhmutova, T. E. Sakharova, Ya.K. Taraskina, V.V. Chernykh and others) [7;14]. In modern didactics, project-based teaching is considered the basis of authorized education (N.N. Khalajan), contextual learning (A. A. Verbitsky), and heuristics (V. G. Tabachkovsky, A. V. Khutorskoy) [7;15]. V. V. Guzeev, M. V. Klarin, D. G. Levites, E. S. Polat, I.D. Chechel considers project-based learning as holistic learning technology that promotes mastering by students of methodological knowledge, skills, and abilities of self-education; as a means development of student's abilities, research skills, social skills, etc. [2;105].

Methods. Applying in the study procedure the project method is established on the theoretical-research method; the comparative method which depicts the investigation and usage of new pedagogical approaches in the pedagogical area, furthermore relative method which regulates "the using of new pedagogical approaches" in the study procedure; practical-innovative involvement repeating method that analyzed the formation and achievement of innovation procedure in the practice of study; carrying out interaction, monitoring, testing, pedagogical experiment, quiz, diagnostically researching methods in empirical investigating method.

Discussion. In the curriculum of achievement of education, it was formed that the world sample confirms that the researches on education from early ages to adult ages lead to powerful developments in the economy and social life. In this direction of course, the role of the university is peculiar, because of the issue of establishing capable professionals, the basic goal of the educational curriculum. So, educational organizations' formulations must select interactive methods as the basic method of study and instruction.

The scientific investigation considers project-teaching technology to be renewed, complex, and boasted from time to time. Following the basic meanings of the word "project", and "making the project" in the dictionaries, project teaching is a plan, an idea, an activity addressed to transfer the form of something, to increase it, to complete. It is a very significant issue with not been investigated widely spreading opinion. In the project method learners can boast their self-study tasks: they will own used to educate beyond the program, to apply awareness, to obstacle communicative, informative issues, to possess a chance to learn cultural-informative competencies. That is why it is thought very productive. To establish the project approach, it is very significant to know the types of project methods. The several types of projects are grouped:

1. on the activity type: researching, role-play, applied, mono project, inter-subject;
2. on the subject-content character: mono project, inter-subject;
3. on the relation ways: direct relation; communication technology;
4. on the compatibility character: direct, indirect;
5. on the linking character: regional, at the educational establishment, and international;
6. on the number of participants: individual, pair, group; on the time of fulfillment: short time, mid-time, or long time [10;441].

Scientific - research projects include study, creative, inter-subject, etc. projects. These are named mixed-type projects. These sorts of projects include the typical aspects of a project. The basic method of the project is the research method. In favor of realizing the project group work and pair work are established.

The actual aspect of the knowledge is applied. Furthermore, it is beneficial to utilize encouragement directions to promote the learners to accomplish the task consciously. Different activities, establishing several groups and pairs spontaneously, and forming competitions make the lesson very interactive, interesting, and engaging [5;574].

Project technology tasks need the succeeding objectives:

1. Under holding every issue project or teaching the statements the teacher should suggest several plans for the project in this way: the theme of the lesson; the main task; the basic slogan, for instance, "Go ahead and prove"; individual views; conclusions, and reviews.
2. There are several polemic questions. The teacher should give much attention to discussing if it is necessary; or if it is compulsory.
3. Engaging students in the case study or discussion, for instance, presenting controversial questions or rhetorical questions.
4. Usage of the appropriate language combinations by the performer.

Cross-cultural competence involves understanding the cultural characteristics and behavioral norms not only of one's own country but also of the countries associated with the target language. It requires the ability to compare and contrast these cultural aspects. Therefore, project themes and problems are carefully selected to encourage students to make comparisons and identify similarities and differences among various phenomena.

One notable aspect of implementing the project-based methodology in higher education institutions is its ability to cater to students' interests and needs. Consequently, students themselves are involved in formulating the topics for future projects. By aligning the content aspects of the subject with the areas of student interest, their motivational sphere is positively influenced. Each project is conducted in several stages: specific preparation (goal setting and planning), core research, presentation, and evaluation. Apart from choosing a topic, students engage in discussions to accurately formulate the purpose, objectives, content, and nature of the project.

Role-play, applied, and mono projects are applied-practical projects. These projects are addressed to increase the learners' tasks and beforehand they should be analyzed completely. By doing this sort of project its structure and logic are analyzed and regulated. After that, the teacher presents the new recommendations and instructions, however, the direction of the content isn't shifted at all. It is very productive to create different activities such as doing role-play and game projects in the group. Applying group work and pair work increases students' interest in the class. Here every learner selects the portion of the project free. Language learners accomplish the tasks with interest because they choose them like their characters and interests. These projects can contain social or business conflicts. The results of these projects are analyzed beforehand, but sometimes they can be determined at the end. These sorts of projects are based on the teacher's creativity.

Informative projects give information or data on a phenomenon or something else. The contents of the informative project are recommended to do in this structure: analyze the objectives of the project→ depict the actuality of the project→ find out the resources→ have a "brainstorm" training→ Data processing: analyzing, collecting, comparing with the facts, giving a report, making a video film, making a photo album→ project presentation. This project is sometimes a module of a big research project.

Results. The methodology of project-based teaching is a comprehensive system that aligns with modern objectives and meets the demands of the credit system. Its main concept is to provide students with a platform for self-directed learning and to showcase their scientific and practical abilities. This approach plays a vital role in shaping individuals who are competitive and can meet the demands of modern society. Through project-based learning, students become the creators and participants of their own educational and informative experiences, resulting in their personal development. Therefore, project-based teaching technology aligns with the anthropological paradigm of "subject and subjectivism," which is crucial for the holistic development of students.

Based on project teaching technology the study procedure becomes the complete system of the pedagogical process, which is based on the educational, informative, and upbringing achievements of the students. According to the project teaching method system students increase their interests, responsibility, and activities, gaining their purpose and objectives, problem-solving skills, thinking creativeness, and dreams. The result of project teaching technology results in perfect awareness and knowledge gaining; it presents chances to form informative, problem-solving, communicative, and cultural competencies, as well as social-cultural competencies of the students.

Conclusion. The credit-based teaching system aims to foster self-directed learning and develop students' research skills, which aligns with the principles of project-based teaching. The teacher and students collaborate to complete complex tasks through the seven stages of project work, from preparation to evaluation. Project-based teaching has been found to enhance students' creative thinking skills and provide opportunities for independent application of knowledge. This approach also promotes personal significance and encourages creative independence and activeness. It activates individual traits such as perseverance, curiosity, hard work, and sociability. Furthermore, project-based teaching fosters trusting and collaborative relationships between teachers and students. Overall, this teaching methodology strengthens knowledge and skills acquisition beyond traditional classroom learning.

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