

PROJECT- BASED LEARNING AS THE MEANS OF ENRICHMENT OF ENGLISH CURRICULUM

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Abstract: *this article is about project-based learning as a model of developing education is based on intrinsic differentiation. The model allows the instructor to individualize instruction in the conditions of heterogeneous class.*

The instructor can reach only the first four levels; knowledge, comprehension, application and analysis. Project-based learning makes it possible for students to combine ideas from previous learning to create a new whole by bringing together a variety of ideas or concepts and develop opinions, judgments or decisions based upon previously known facts or opinions.

Keywords: *proximal development, consideration of abilities, project implementation, heterogeneous, self-evaluation, self-confidence.*

ПРОГРАММНОЕ ОБУЧЕНИЕ КАК СРЕДСТВО ОБОГАЩЕНИЯ АНГЛИЙСКОГО УЧЕБНОГО УРОВНЯ

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Аннотация: *эта статья посвящена проектно-ориентированному обучению, поскольку модель развития образования основана на внутренней дифференциации. Модель позволяет инструктору индивидуализировать инструкцию в условиях гетерогенного класса.*

Преподаватель может достичь только первых четырех уровней; знаний, понимания, применения и анализа. Изучение на основе проектов позволяет студентам объединять идеи из предыдущего обучения, чтобы создать новое целое, объединив множество идей или концепций и разработав мнения, суждения или решения, основанные на ранее известных фактах или мнениях.

Ключевые слова: *проксимальное развитие, рассмотрение способностей, реализация проекта, гетерогенность, самооценка, уверенность в себе.*

Project-based learning as a model of developing education is based on intrinsic differentiation. The model allows the instructor to individualize instruction in the condition of heterogeneous class. Being based on Vygotsky's theory of the zone of proximal development, project-based learning is aimed at the development of thinking processes with consideration of abilities of every child.

The project implementation is a one semester effort. The process of project development consists of five problem exploration stages which include selection of the research topic, information collection, project writing, preparation of the project presentation and defence of the project. The aim of teachers should be to awaken, not "stock" or "train" the mind. We need to help students to be aware of what they don't know that is worth knowing [1, 1990; 111-112]. The most effective model of teaching to achieve this high aim is project-based learning allowing "in-depth investigation of a topic worth learning more about".

Project-based learning as a model of developing education is based on intrinsic differentiation. The model allows the instructor to individualize instruction in the conditions of heterogeneous class.

In English classes the instructor can reach only the first four levels; knowledge, comprehension, application and analysis. Project-based learning makes it possible for students to combine ideas from previous learning to create a new whole by bringing together a variety of ideas or concepts and develop opinions, judgments or decisions based upon previously known facts or opinions [2, 2002; 97-98].

The Enrichment Triad Model includes three types of enrichments.

The type first of enrichment makes students conversant with various disciplines and topics that are usually "not covered in the regular curriculum". The second type of enrichment facilitates the development of thinking

process, while “the goals of the third type of enrichment include providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study; acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies; developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience; developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation; developing task commitment, self- confidence, and feelings of creative accomplishment” [3, 1986; 143-145].

The problem exploration stages of the project development process. Each project is developed with a purpose such as survey, solution to a problem, an interesting suggestion, etc. The project implementation is a one semester effort. The five stages which include selection of the research topic, information collection, project writing, preparation of the project presentation and defense of the project are described in detail below. At the stage selection of the research project students are given a list of topics relevant to their peers and related to social and psychological studies from which they select their topic. Students may select the topic from various disciplines of knowledge they are interested in not included into the list [4, 1990; 93-95]. Being multi-faceted and learner-centered, the project-based method can be easily integrated in various classrooms and can successfully accommodate students with different learning styles.

References / Список литературы

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