



THE PEDAGOGICAL RESOURCES OF THE PROJECT ASSIGNMENT

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Abstract: This article describes the features of using project technology in primary education. It examines the positive aspects and challenges related to incorporating project tasks into the process of forming knowledge, skills, and competencies in primary school students. The importance of pedagogical resources in applying project technology is highlighted.

Keywords: pedagogical resources, innovation, project, component, efficiency, didactic goal, supply.

Introduction

The successful integration of innovative pedagogical technologies in primary education is directly related to the knowledge and application capabilities of educators regarding these technologies. Among these, project-based learning is a crucial tool that fosters students' knowledge and skills, ensuring they become well-rounded and competent individuals.

Before implementing project tasks in teaching young students, it is essential to develop their understanding of the advantages these tasks offer.

Pedagogical Resources of Project Tasks in Primary Education

The pedagogical resources of project tasks in primary education can be categorized as follows:

Creative Component: Participation in solving project-related tasks enables students to express their individuality and imagination. Even less active students in traditional lessons can reveal their creativity in a project-driven environment. Such tasks encourage non-standard thinking and allow students to explore outside conventional norms.

Emotional Component: The content of project tasks should elicit positive emotions in students. The sense of accomplishment during the task and while presenting the project outcomes reinforces motivation and encourages group collaboration.

Relevance to Real Life: A project task should describe a realistic problem (excluding fictional scenarios or characters) without directly specifying what needs to be done. The solution emerges from analyzing the problem collaboratively with the teacher. The final result may include diverse presentations like texts, diagrams, plans, or charts. Real-world scenarios enrich students' experiences, providing necessary social skills and reinforcing behavioral models.

Implementation of Project Tasks in Education

Incorporating project tasks into the curriculum aligns with modern educational principles, including: Expanding students' experiential learning through active participation. Relating learning materials to students' real-life experiences. Encouraging collaborative work among students. Integrating interdisciplinary content into lessons. Through project tasks, various didactic goals can be achieved: Students should acquire fundamental concepts. They should understand cause-and-effect relationships. They should be able to perform tasks independently. They should recognize and apply solutions even in changed situations.

Key Features and Requirements of Project Tasks

A well-constructed project task should meet the following criteria:

Be tied to a specific subject or interdisciplinary topic.

Address a defined problem requiring analysis and resolution.

Include informational sources such as texts, diagrams, and tables appropriate for young learners.

Allow flexibility in task sequence depending on students' readiness.

Incorporate assessments like scales or feedback tools to evaluate the outcomes effectively.

When selecting project tasks, the following should be considered:

1. Tasks should promote value-based reflections and critical thinking
2. They should encourage collaboration and decision-making within groups.
3. Tasks should enable students to conduct simple research and present findings in various formats like tables, graphs, or visuals.

Conclusion

Project-based tasks in primary education serve as an effective pedagogical tool. They not only organize the learning process efficiently but also develop students' independent working skills, critical thinking, and creative problem-solving abilities. The inclusion of such tasks enhances the teaching environment and prepares young learners for future challenges.

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