Using Project Based Approach in Teaching Subjects at Universities

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Abstract: We live in a world where technology exists everywhere. Due to the ubiquitous availability of technology, the teaching methodology has also undergone some changes. The phrase “electronic education” or “technology in education” has become a hype in every educational environment. The introduction of technology into education is really important because it satisfies the needs of today's students. Today's classroom environment is completely different from a traditional audience. Traditional methods, mainly based on lectures and teaching, are reduced to learning to remember English. In this article, opinions and comments will be made about the use of project-based approach in the teaching of Sciences in universities.

Keywords: Project, universities, higher education system, approach, requirements, cognitive development, interactive techniques, online and offline education

In the 21st century, one of the modern trends, which is the basis of almost all aspects of human life, including education, is the digitization and its penetration into all spheres of human life, as a result of which e-learning in education. In research, e-learning is often regarded as an effective tool that helps to optimize the process of manpower training especially in times of economic recession. The analysis of the normative documents on the introduction of the e-learning process in the higher educational institutions of Uzbekistan shows that the educational and research work is carried out in accordance with the state educational standards, which indicates the important role of information. It is generally used in the educational process and in particular in distance learning technologies. The education system in Uzbekistan is rapidly improving and developing. Nevertheless, in practice, the content and introduction of digital education in schools, as well as pedagogical preparation for it in the educational system as a whole, has not developed sufficiently.

We believe that the theoretical understanding of the implementation of digital education in universities has helped to determine the characteristics of digital education in schools and universities. Foreign researchers have accumulated considerable experience in the introduction and development of e-learning in various areas of the educational process. He proposed a conceptual model of a new educational system, defined by three levels that affect higher education, for example, social networks as a new way of shaping public consciousness, personal online identification as a new way of forming an individual, science, with intensive use of information as a new methodological paradigm. These three phenomena are considered very important and develop from three suitable areas.

On the internet, the content of various social networks that stimulate the development of the personality of students represents a new type of education that changes all its components, in particular: content, curriculum, educational environment. Since we are talking about digital learning, accordingly, mobile devices, as well as various digital media, are very important. Mobile education is becoming increasingly relevant, a wide range of its application in the field of Foreign Language Teaching. Digital storytelling is becoming a new trend, which in itself, that is, storytelling as one of the types of work in the English lesson is not new. With the help of

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mobile devices, storytelling is digital, creating new opportunities for creativity and learning, because students feel themselves at full freedom, through a combination of digital tools, using mobile devices.

In general, intellectual enrichment occurs when mankind receives new tools of knowledge, or tools such as writing, as well as other opportunities that exist thanks to digital technologies. The use of digital technology is driving new trends in the development of students' specific competencies.\(^2\) It defines the following eight components for the development of digital competence, one of the representatives of Foreign science: cultural, cognitive, systemic, communicative, reliable, creative, critical and collaborative. In accordance with the new standards of educational development in Uzbekistan and the gradual transition of educational programs from 3.0 to 4.0 educational programs of the University, the educational system is radically changing. He promoted the successful development and application of digital technologies in higher education. A distinctive feature of the activity of the cognitive era at the University of the fourth generation is that new knowledge begins to play a key role in the creation of everything and becomes a collective and hybrid (human-machine) intellectual knowledge producer.\(^3\)

Accordingly, collective thinking is becoming a priority aspect of technological efforts, emphasized Horizon New media Center, which has prepared a report analyzing the impact of new methods and technologies on the higher education system. Thus, the link between the use of information and communication technology and the process of teaching a foreign language is clear. Since the main purpose of studying a foreign language is the formation of communicative competence, the result of which is the ability to speak in the first place, the approach that is used to achieve this goal implies the teaching of cultures communication. By introducing students to the Internet, the teacher creates real cases of speech communication, where students are taught to be self-sufficient and have an adequate attitude to the flow of information, thereby encouraging the creation of original statements, and not the use of language templates. In addition to extensive communication on the internet, students will be given the opportunity to use the creative capabilities of mobile devices in the development of a role-playing game using the tools and resources of the Internet, creating a book using the function of a mobile device, using ICT technologies. The practice of using podcasting, animation, and green screen in projects is also the practice of using digital tools to create today's popular digital storytelling - video projects.

In all the diversity of the application of information and communication technologies, special attention is paid to the understanding, transmission of the content of speech, that is, students' attention is paid to the use of word forms, and mathematics is taught not directly, but indirectly. In the event that the teacher goes to the current topic or control of education, he/she will be able to access various Internet resources:

- email;
- zoom conferences;
- videoconferences and webinars;
- reference directories;
- search engines;
- chat in the network;
- create your own video blogs.

Mobile education enables students to conduct research, record and watch videos, and share


\(^3\) Vlasova E.Z. E-education in a modern university: problems, prospects and experience of their use. 2014-y; 1: 43-49
content. How to use mobile devices to improve or change the way that leads to a more interesting and effective learning of reality? Today, in foreign methodology, it is possible to note some trends that are new in the field of the methodology of teaching foreign languages, that is, the use of augmented and virtual reality in foreign language lessons. Augmented reality allows users to interact with virtual content (such as videos, music, text, or images) placed at the top of a real environment using an app on a mobile device. In general, augmented reality is the introduction of digital data into a real user environment. Digital content and information can be added to anything, from printed materials to travel sites, shops, or restaurants. To create a hybrid reality, augmented reality combines real and digital. This means that digital information can be linked to a particular object or physical environment.

Virtual reality (or virtual reality) is different from augmented reality because it involves immersion into a completely different world. Virtual reality is a computer technology that creates an environment that is either fictitious or reflecting the real world, where users can enter and interact just like real ones. Virtual reality can also create emotional experiences that involve touch, hearing, sight and smell. This allows students to communicate in a life-long environment where they cannot experience them and without the time and expense of visiting them. Students can learn directly from the simulated experience and get quick feedback about their success.

Virtual reality places users in a completely virtual world and allows them to communicate in it with the help of a mobile device and headphones. These technologies can transform our traditional teaching styles, create an environment of creative, immersive collaboration that simultaneously supports multimodal access and puts students in the Learning Center. These technologies can be successfully applied in the classroom, which is really of interest to students. When talking about online learning technologies, it should be noted the following: despite their rapid spread, they are still not available to everyone. The main problem in the whole world, including in Russia, is that not all population groups have equal access to the Internet, and their development opportunities may be limited.

At a time when universities are fighting for every student, millions of young people get education platforms. If the main factor of the University's success is the availability of leading technologies such as online education, mixed and mobile education, the effectiveness of online as well as mobile and mixed education cannot be denied. The main idea of distance learning is to give students the opportunity to learn subjects remotely. This raises the problem of the proper organization of the distance learning process itself. This is a relatively new method in the educational system of our country. Undoubtedly, new problems arise in adapting this type of teaching to the already formed teaching methods. If the university does not have an effective strategy for integrating these approaches, then we can say that such a university does not have a future.

In conclusion, I would like to note that the qualified development of didactic and technical aspects of distance learning of foreign languages in higher educational institutions, regular and professional support of students, their high motivation, the availability of necessary teaching aids and e-learning resources are important. Thanks to the distance form, teachers have all the opportunities to teach students all kinds of speech activities and the formation of communicative competence, which is the main goal of teaching foreign languages in higher educational institutions. Regular and professional support of students, their high motivation, availability of necessary teaching aids and e-learning resources is of paramount importance. The wide use of digital technologies in teaching a foreign language in the classroom will help to make distance learning as well as teaching a foreign language in the classroom competitive and effective, which is an integral part of digital education in general. There is no doubt that the use of modern digital technologies in teaching a foreign language in the classroom will help to make distance learning as well as teaching a foreign language in the classroom competitive and effective, which is an integral part of digital education in general.

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information technologies in the lesson will allow to properly prepare future graduates for their professional activities, which will justify the hope of employers.

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