



ORGANIZATION OF PROJECT WORK IN PRIMARY NATIVE LANGUAGE LESSONS: METHODOLOGY AND PRACTICAL APPROACHES

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Abstract

This article analyzes the methodology of organizing project work in primary school native language classes, practical approaches and pedagogical effectiveness. The study highlights the theoretical foundations of the project method, criteria for selecting project types specific to native language lessons, and methodology for step-by-step planning and evaluation of the project process. The article develops specific methodological recommendations for applying the main principles of project work, such as practical orientation, interactivity, integration, creativity and communicativeness. It also examines the role of teachers and students in organizing project work, forms of cooperation with parents, and criteria for evaluating project results.

Keywords: Project method, native language lessons, primary education, methodology, practical orientation, interactivity, integration, creativity, communicativeness, assessment.

Introduction

In the modern education system, one of the important tasks is to develop students' independent thinking, to involve them in creative and research-oriented activities. Especially at the primary education stage, the formation of students' speech development, logical thinking and communicative competences is carried out through native language lessons. Therefore, the use of innovative pedagogical approaches in the effective organization of native language lessons is of urgent importance.



In the educational process, the project-based learning method is considered an important methodological tool for developing students' independent search, assimilation of knowledge through practical activities, and teamwork skills. Through project work, students have the opportunity to deeply study various topics, search for and analyze information, freely express their opinions, and apply the acquired knowledge in practical activities. This process increases students' interest in their native language and serves to develop their communicative competence.

Although a number of scientific studies have been conducted on the methodology of project-based teaching in primary education in recent years, the issue of systematic organization of project work in native language lessons and analysis of their practical effectiveness remains relevant. Therefore, the purpose of this study is to study the methodology of organizing project work in native language lessons in primary grades and determine their practical effectiveness in the educational process.

Literature review

The issue of using the project method in primary education has been widely studied in the field of pedagogy and methodology, and this approach is considered an important pedagogical tool for developing independent thinking, activating creative activity, and forming practical skills of students. An analysis of the scientific literature on the topic shows that project activities serve to increase the activity of students in the educational process, direct them to independent research, and develop the competencies of working in a team.

The researchers noted that “Project activities in primary education help to develop students’ independent thinking, search for and analyze information, and also expand the opportunities to apply their knowledge in practical activities. Such activities serve to reveal students’ creative potential, form independent problem-solving skills, and develop experience in working in a team” [5]. These considerations substantiate the pedagogical significance of project activities and indicate its place in the development of students’ cognitive activity. From this point of view, the use of the project method in primary school native language lessons activates students' speech activity, forms independent research skills, and creates an opportunity to apply the acquired knowledge in real-life situations.



Scientific sources also emphasize the role of the project method in the development of communicative competencies. In particular, “The use of the project method in the educational process has a positive effect on the development of students' communicative competencies. According to the results of the study, after the lessons organized on the basis of the project, students' oral and written communication skills, as well as discussion and debate skills, significantly improved. This indicates that project activities are an effective method for consolidating students' knowledge through practical activities and increasing their interest in the learning process” [4; 77]. These scientific views justify the methodological importance of the project method. As a result of the use of project activities in native language education, students develop the skills of expressing their thoughts clearly in oral and written form, discussing and working together in a team.

Also, in modern pedagogical research, project-based educational technology is recognized as an effective method that serves to develop students' linguistic and cognitive competencies. In this regard, it is emphasized that “the use of project-based educational technology in the process of primary education increases students' activity in the language learning process and serves to develop their linguistic and cognitive competencies. Such an approach turns students into not only learners, but also active participants in the educational process, forming skills for using language in real-life situations” [1; 177-178]. This approach creates important methodological opportunities for activating students' speech development in native language education, developing creative thinking, and forming skills for independently solving problem situations.

The analyzed scientific sources note the effectiveness of the project method in the educational process, its importance in developing students' speech, communicative and cognitive competencies as a general aspect. However, existing studies do not sufficiently cover the methodological stages, practical mechanisms and effective pedagogical conditions for the systematic organization of project activities in the process of primary school native language lessons. Therefore, the development of methodological foundations and improvement of practical approaches to the organization of project work in primary school native language lessons is one of the urgent scientific issues.

In the process of teaching the subject of the native language in primary grades of general secondary schools, one of the important tasks is to develop students'



independent thinking, support their creative approach and consolidate the acquired knowledge through practical activities. For this purpose, special attention is paid to the organization of project-based activities in the current curricula. In particular, special topics are allocated for the implementation of project work in the curriculum of the primary school native language, which serve to strengthen the knowledge and skills of students.

In particular, according to the curriculum, **10 topics** are allocated for organizing project activities in the 3rd grade native language lessons, and **13 topics** in the 4th grade [2, 3]. These topics are aimed at students' mastery of language units through practical activities, developing the skills of working on the text, conducting independent research, and expressing their thoughts orally and in writing. In the process of completing project work, students acquire such important competencies as working with various sources, searching for and analyzing information, formulating their own conclusions, and presenting them to the team.

Also, project work increases students' activity in the educational process, encourages them to apply the knowledge they have learned in real-life situations. Through project work organized in native language lessons, students gain experience in creating texts, communicating in speech situations, conducting discussions, and working together in a team. This is of great importance in developing communicative competence in primary school students.

Thus, the fact that separate topics are allocated for project work in the curriculum indicates the important place of the project method in primary school mother tongue education. Effective use of these opportunities requires the teacher to properly organize project activities, clearly plan its methodological stages, and direct students to independent and creative activity.

Research methods

This study is aimed at identifying the methodological foundations and practical effectiveness of organizing project work in primary school native language lessons, using a complex of pedagogical research methods. In the course of the research, the possibilities of the project method in developing students' speech activity, independent thinking and communicative competences were analyzed.

The study was organized on the basis of a mixed methodological approach.

Within the framework of this approach, qualitative and quantitative research



methods were used in harmony. While the qualitative approach served to study the impact of project activity on students' speech development through pedagogical observation and analysis, the quantitative approach made it possible to determine students' learning outcomes and activity effectiveness based on statistical indicators.

The main problem of the study is to identify methodological mechanisms for the effective organization of project work in primary school native language lessons.

On this basis, the following research questions were formulated:

What is the impact of the use of the project method in primary school native language lessons on students' speech activity;

To what extent do project work serve to develop students' independent thinking and creative approach;

How effective is the project-based educational process in developing students' communicative competencies?

The research tasks were to study the theoretical foundations of the project method, identify the methodological stages of organizing project activities in primary school native language classes, and analyze its impact on educational effectiveness.

Results

The study was conducted with the participation of primary school students of general secondary schools. In the research process, students of grades 3–4 and native language teachers formed the research sample. Project-based lessons were organized in selected classes, and the results of students' educational activities were observed and analyzed.

25 4th grade students of general secondary school No. 15 in Namangan answered the following questionnaire questions:

t/r	Questions	Answers	25
1	Do you like doing project work in your native language lessons?	I like it very much	2
		I like it	8
		Neutral	7
		I don't like it	4
		I don't like it very much	4
2	Does project work help develop your thinking and independent research skills?	Very helpful	3
		Helpful	7
		Somewhat helpful	6
		Not helpful	5
		Not helpful at all	4
3	Do you have the opportunity to work in a team and exchange ideas during the project? Will you have the opportunity to apply the knowledge learned in native language classes in practice through project work?	Yes, always	1
		Yes, most of the time	6
		Sometimes	8
		Rarely	7
		No	3
4	Do you have the opportunity to work in a team and exchange ideas during the project? Will you have the opportunity to apply the knowledge learned in native language classes in practice through project work?	Yes, always	1
		Yes, most of the time	3
		Sometimes	7
		Rarely	8
		No	6
5	Do you have the opportunity to work in a team and exchange ideas during the project?	Very helpful	2
		Helpful	6
		Somewhat helpful	9
		Does not help	5
		Not helpful at all	3

The analysis of these responses shows that:

1. The majority of students do not consider project work to be interesting enough (10/25 expressed a positive opinion, the rest were neutral or negative).
2. The targeted pedagogical effect of the project method (independent thinking, teamwork, practical application of knowledge, creative and speech development) is not consistently observed in all students.
3. There is a lack of practical results: the majority of students consider project work to be only partially or not at all useful.
4. Teamwork and practical application skills are poorly developed - this indicates an unclear pedagogical approach in the process of organizing the project method or insufficient motivation of the activity.

The results of the study show that when organizing project work in primary school native language classes, it is necessary to have stronger methodological planning, interactive and interesting organization of activities, and take into account the individual and collective skills of students.

Discussion

The results of the study showed a significant difference between the theoretically recognized effectiveness of the project method and the situation in practice. While the literature review noted the high potential of project activities in developing students' linguistic, cognitive and communicative competencies, the results of the questionnaire indicate that this potential is not sufficiently used in classroom practice.

Only 40% of students rated project work as “liked”. This indicates that pedagogical approaches that are appropriate for the age characteristics and internal motivation of students are not being used sufficiently in organizing project activities. The most pressing problem is the low level of development of the skills of applying knowledge in practice (16%) and working in a team (28%). This indicates that the main goals of project activities are not fully realized.

This situation is due to several factors: the project stages remain at a formal level, insufficient time and pedagogical support are allocated for students' independent research, as well as the fact that the assessment system is focused only on the final result, not on the process.

44 percent of students assessed the impact of the project method on the development of creative abilities and speech expression skills as “partial”. This indicates that the content of project work does not provide sufficient impetus for students to reveal their creative potential and form the skills of free expression.

Conclusion

The organization of project work in primary school native language classes is an important pedagogical tool for the development of independent thinking, creative activity, and communicative and linguistic competencies of students. The results of the study allowed us to draw the following main conclusions:

The project method is an effective means of developing the speech activity of primary school students, forming the skills of independent research and practical

application of knowledge. The curriculum allocates sufficient topics and hours for the use of this method;

The study showed that the practical situation of organizing project work does not meet theoretical requirements. A significant part of the students expressed a neutral or negative attitude towards project work, and their skills of teamwork, practical application of knowledge, and creative activity are not sufficiently developed;

The low effectiveness of project work is associated with methodological shortcomings in its organization - lack of phased organization, inconsistency with the age characteristics of students, insufficient orientation to independent and collective work;

To increase the effectiveness of the project method, the following are necessary: selecting topics in accordance with the interests and life experience of students; clearly defining and advising on the stages of the project (preparation, planning, research, analysis, presentation, reflection);

determining the role of each participant in collective projects and assessing their personal contribution;

taking into account the final result as well as process skills in the assessment;

regularly improving the methodological training of teachers.

In conclusion, achieving the theoretically proven effectiveness of the project method is possible through its correct and systematic application in practice, taking into account the age and individual characteristics of students, and improving the methodological training of teachers. In the future, it is relevant to develop experimental studies and methodological manuals aimed at increasing the effectiveness of this method.

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