



Pedagogical features of creating collaborative projects in training philological disciplines

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ABSTRACT

The article examines the pedagogical features of creating a collaborative project in the educational process of the university in the course of organizing and conducting a seminar with bachelor students in the discipline "History of Russian Literature". Features of the module "Artistic features of the novel in verse" Eugene Onegin "A.S. Pushkin". Methodical recommendations for conducting classes in pedagogical universities. Creation of collaborative design and collaborative environment in conducting classes.

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Filologiya fanlarini o'qitishda hamkorlik loyihalarini yaratishning pedagogik xususiyatlari

ANNOTATSIYA

Kalit so'zlar:

innovatsiya,
qo'shma loyiha,
usul,
tahlil,
tanqidiy fikrlash,
pedagogik texnologiyalar,
dars modeli.

Maqolada "Rus adabiyoti tarixi" fanidan bakalavr talabalari bilan seminar tashkil etish va o'tkazish jarayonida universitetning o'quv jarayonida hamkorlik loyiha yaratishning pedagogik xususiyatlari, A.S. Pushkinning "Evgeniy Onegin" she'ridagi "Romanning badiiy xususiyatlari" modulining xususiyatlari, "Pedagogik oliy o'quv yurtlarida dars o'tkazish bo'yicha uslubiy tavsiyalar va sinf uchun hamkorlikdagi dizayn va hamkorlik muhitini yaratish o'rganilgan.

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Педагогические особенности создания совместных проектов подготовки филологических дисциплин

АННОТАЦИЯ

Ключевые слова:

инновации,
совместный проект,
метод,
анализ,
критическое мышление,
педагогические
технологии,
модель занятия.

В статье исследуются педагогические особенности создания совместного проекта в образовательном процессе вуза в процессе организации и проведения семинара со студентами бакалавриата по дисциплине «История русской литературы», особенности модуля «Художественные особенности романа в стихах «Евгений Онегин» А.С. Пушкина», методические рекомендации по проведению занятий в педагогических вузах, создание совместной конструкции и совместной среды при проведении занятий.

The rapid development of world society and technology allows the inhabitants of our planet to use the latest inventions, ranging from robotic technology to nano products. Several decades ago, a person could not imagine that without his participation any process could take place. Now we see that technical capabilities allow us to see, control and influence the world around us even at a distance.

The educational process, starting from preschool, secondary, specialized and higher educational institutions, has undergone some changes. In particular, higher education has become available due to the increase in admission quotas. Modern pedagogy and its teaching methods of various disciplines began to adapt to modern requirements and innovations. Young people today have different interests. The opportunities provided by our state allow students to study not only in national, but also foreign universities.

The national education system of Uzbekistan is moving to the next stage of development. By the Decree of the President of the Republic No. UP-4947 dated February 7, 2017, the “Strategy of actions for the further development of the Republic of Uzbekistan for 2017–2021” was adopted. One of the priority areas of the strategy is: improving the quality and efficiency of higher educational institutions through the implementation of international training standards and assessing the quality of teaching, a gradual increase in the quota of admission to higher educational institutions.

Creating a friendly environment in the classroom allows you to reveal the hidden potential of students. Effective organization of a collaborative project in a student audience involves dividing into groups and subgroups. Organization of work on a collaborative project goes through the following stages:

1. Development of a collaborative project: choosing a topic, highlighting points in a general topic, drawing up a research plan, defining the tasks of each of the participants, defining ways to present the results of a collaborative project.
2. Search for the necessary information, project development
3. Registration of the results of activities.
4. Presentation of a collaborative project.
5. Reflection.

Collaborative projects created by students in the classroom on the discipline “History of Russian Literature” allow you to be in a constant search for new material and explore the problem in group communication.

The experience of organizing the creation of collaborative projects at seminars on the discipline “History of Russian Literature” allows us to present the structure and content of one of the collaborative projects implemented in the process of mastering the module “The Life and Work of A.S. Pushkin” on the 2nd year of the undergraduate course 5111300 – Russian language and literature. For the collaborative project, the theme was chosen: “The artistic features of the novel in verse” “Eugene Onegin”. Since classes in the history of Russian literature include not only the study and analysis of works of art, but also the era, historical events in which the work was created. The tasks set by the teacher in the lesson include the study of a literary work, an analysis of artistic features, a description of the main and secondary characters, the composition and plot of the work.

To study the module “Life and work of A.S. Pushkin” is allotted only 30 hours: of which 10 hours of lectures, 8 hours of seminars and 12 hours for independent education.

Module progress: lesson number 3. The origin of the concept and the history of the creation of the novel in verse “Eugene Onegin”. Genre problem. A novel in the assessment of screams and contemporaries. Problems and plot-compositional originality of the work. The figurative system and the originality of the language. Modern interpretation of the novel.

OBJECTIVES OF THE LESSON:

- The history of the creation of the novel in verse “Eugene Onegin” by A.S. Pushkin;
- Study of the artistic features of the novel;
- Analysis of the work;
- Characteristics of the main and secondary characters;
- Composition and plot of the work;
- Review of critical literature;

LESSON OBJECTIVES:

Educational:

- to acquaint students with the era of A.S. Pushkin;
- analyze the artistic features of the novel in verse “Eugene Onegin” by A.S. Pushkin;

Developing:

- the ability to develop monologue speech (deliver messages on a literary theme);
- ability to independently analyze and select information;

Educational:

- team building;
- upbringing of a creatively active and independent personality with a moral attitude and moral self-knowledge;

Forms and methods of work: a teacher’s story, conversation on issues, case-study technologies, brainstorming, streaming and Flash, virtual reality (VR), implementation of interdisciplinary connections with history, music and computer science.

Planned results:

Subject:

formation of an idea of the basic studied concepts;

development of critical and analytical thinking necessary for professional activity;

Metasubject:

- possession of the primary skills of analysis and critical assessment of the information received;
- possession of skills to independently plan ways to achieve goals; correlate your actions with the planned results;

- possession of the basics of self-control, self-esteem, decision-making and conscious choice in educational and cognitive activities;

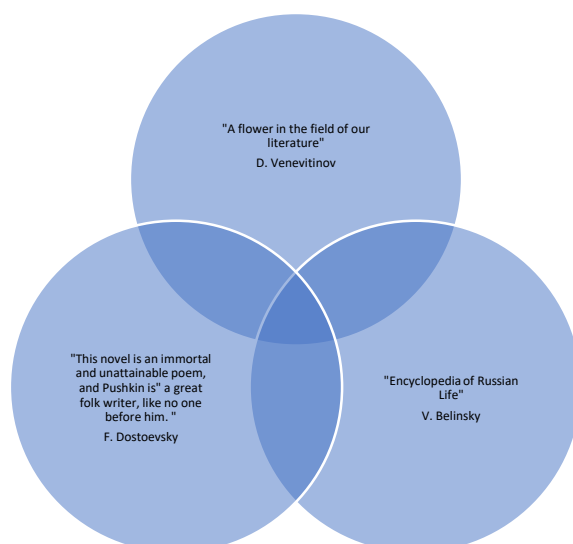
Analytical abilities, educational information and communication and speech skills are formed in students in the process.

- develop skills and abilities to extract information from various sources;
- the ability to determine priorities;
- the ability to compose a whole picture from individual elements;
- ability to formulate a general problem;

Personal:

- develop the skills and abilities of public speaking;
- develop creative activity;
- skill to work in team;

The teacher gives students the opportunity to find quotes and sayings about the novel in verse “Eugene Onegin”.



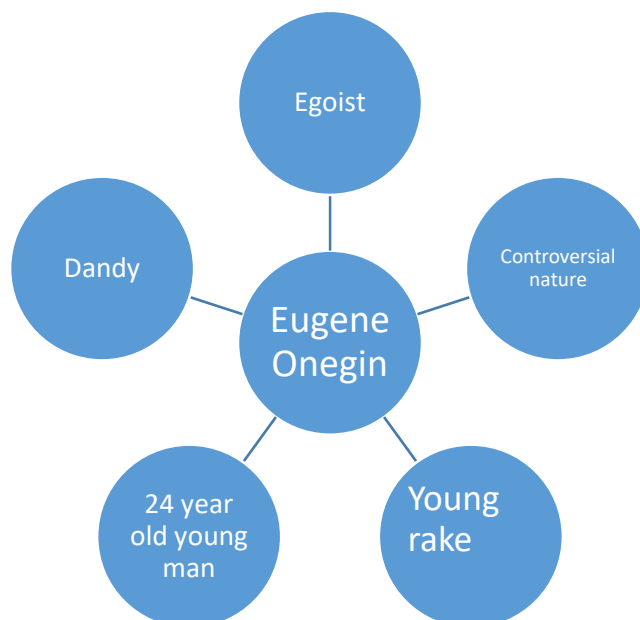
Students express their thoughts on statements. The next stage of work is the analysis of the letter “Tatiana to Onegin”, in order to find out to what extent the students have learned the text of the letter, you can apply the “Find the word” method. To do this, we need the text itself and from it we need to skip words. Students will need to fill in the blanks.

“Tatiana’s letter to Onegin”

I am writing to you what is more ...
What I can to tell
Now I know your... ..
Me to punish
But you to my share
At least a drop keeping
You do not me...
A.S. Pushkin.

Eugene Onegin is a typical hero of the 20–30s of the XIX century. In order to characterize the main character of the work, you can apply the cluster method.

A cluster (from the English – cluster – a bunch) is a graphical form of information organization, when the main semantic units are highlighted, which are fixed in the form of a diagram with the designation of all connections between them. It is an image that helps to organize and generalize educational material.



Students should characterize the rest of the main characters of the novel independently (Tatyana Larina, Vladimir Lensky, Olga Larina, etc.).

Advantages and results of using the technique.

The cluster has the following advantages:

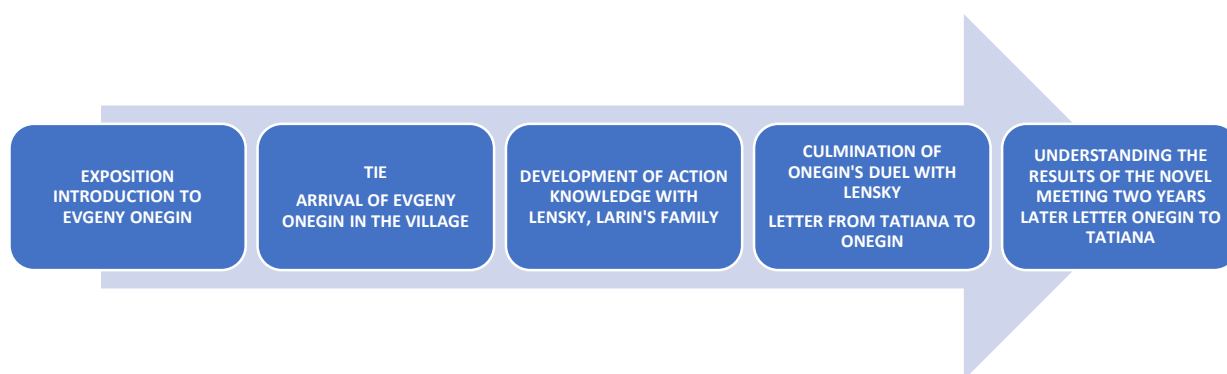
- It allows you to cover a large amount of information;
- Involves all team members in the learning process, they are interested in it;
- Participants are active and open, because they do not have a fear of making mistakes, making a wrong judgment.

in the course of work, the following skills are formed and developed:

- Ability to pose questions;
- Highlight the main thing;
- Establish causal relationships and build inferences;
- Move from particulars to general, understanding the problem as a whole;
- Compare and analyze; draw analogies.

The next stage in the analysis of the work is composition. Composition (from Lat. Ccomposition – composing, linking, adding, connecting) – composing a whole from parts.

When analyzing the composition of a piece, you can apply the following method:



The role of the author's digressions in the novel in verse "Eugene Onegin"

No.	Themes of author's digressions	Chapters, stanza	Comments (retreat ideas)
1.	Autobiographical digressions	Chapter One, stanzas II, XXIX, LXI; chapter eight, stanzas I-IV	
2.	Love	Chapter Four, stanza VII, chapter eight, stanza XXIX	

At the end of the lesson, summing up the results, you can apply the individual method of reflection "My proposal".

The methods of retrospective reflection are aimed at organizing the comprehension of the course and results of an already completed action; they represent a kind of look back. The results of retrospective reflection are the basis for correcting subsequent actions.

"My suggestion"

Purpose	Equipment	Time
Encouraging participants to analyze the results of their own activities, formulate an educational request, proposals for improving activities	A-5 format cards according to the number of participants	5 min.

Participants are invited to analyze the completed lesson, highlighting what they managed and failed to do, formulate the questions that have arisen, as well as proposals for improving the activities.

Participants are invited to analyze the completed lesson, highlighting what they managed and failed to do, formulate the questions that have arisen, as well as proposals for improving the activities. Each participant enters the results of reflection into an individual card.

Individual card of reflection for the method "My proposal"

<i>"+" I GOT IT:</i>	<i>"-" I COULD NOT GET:</i>
<i>"?" I HAVE QUESTIONS:</i>	<i>!" MY SUGGESTION:</i>

This method allows you to get the results of reflection of educational activity in a detailed verbal form. The analysis of the results of this method enables the teacher to correct the content and methods of students' activity.

Thus, one of the essential advantages of a collaborative project as a method is that it allows you to acquire and develop teamwork skills. In the classroom, future philologists master and apply in practice a variety of methodological tools.

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