



Increasing the professional competence of cadets through the method of projects

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ABSTRACT

The most important task in teaching a foreign language is the formation of positive, sustainable motivation among cadets. Interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technologies in the pedagogical process is a necessary condition for optimal development.

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Loyihalar usullari bilan kursatlarning kasbiy kompetentligini oshirish

ANNOTATSIYA

Kalit so'zlar:

interfaol o'qitish usullari;
loyiha ta'limi; dizayn; dizayn
texnologiyalari bosqichlari;
loyihani baholash mezonlari.

Chet tilini o'qitishdagi eng muhim vazifa kursantlarda ijobiy, barqaror motivatsiyani shakllantirishdir. O'qitishning interfaol usullari samarali pedagogik vosita bo'lib, pedagogik jarayonda interfaol ta'lim texnologiyalaridan foydalanish optimal rivojlanishning zarur shartidir.

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Повышение профессиональной компетенции курсантов методом проектов

АННОТАЦИЯ

Ключевые слова:

интерактивные методы обучения; проектное обучение; технология проектирования; этапы технологий проектирования; критерии оценки проекта.

Важнейшей задачей в обучении иностранному языку является формирование положительной, устойчивой мотивации у курсантов. Интерактивные методы обучения являются эффективным педагогическим средством, а использование интерактивных технологий обучения в педагогическом процессе является необходимым условием оптимального развития.

Recently, the achievements of scientific and technological progress have caused significant changes in various fields, including education. Under the current conditions, the possibilities of increasing the efficiency and quality of trainees' training through the use of traditional teaching methods have been practically exhausted. Today, higher education in our country is characterized, on the one hand, by ongoing improvement, rethinking and revision of the conceptual foundations, and on the other hand, by increased competition in the educational services market, increased requirements for the innovative potential of teachers, the quality of the educational process, and the use of interactive teaching methods.

Various options for interactive learning, including project technologies, make it possible to involve, and interest students, intensify their learning activities, arouse interest in learning, and, consequently, the desire to complete clear tasks and formulate thoughts, be collected, competently build speech, that is, act actively participant in the educational process.

In higher education, the goal of project-based learning is the formation and development of the activity components of the competencies of a future specialist. Project-based learning combines various approaches focused on independent intellectual search.

The main methodological component of project-based learning is an educational project, the characteristic of which is the pragmatic orientation of the educational and cognitive activity of students in the course of solving a theoretically significant or practical problem.

A university graduate must have knowledge of project activities, and the ability to carry them out at a high professional level. The process of effective formation of project competencies of future specialists is possible by using project-based learning as a didactic technology. To do this, it is necessary to comply with a number of pedagogical conditions, the main of which are:

- integration of psychological, pedagogical, subject, and methodological knowledge;
- the creation of a model situation of involvement in the design process, including the emergence of the idea of project activities, the development of the project concept and its implementation;
- the use and maintenance of various organizational forms and methods of organizing independent, educational activities of students.

The technology of project-based learning has its own advantages and disadvantages. Among the first experts include:

- 1) wide and multilateral interaction of participants in the course of collective work on ongoing projects;
- 2) formation of a group style of thinking and diligence at all stages of work on the project;
- 3) managing the design process and providing pedagogical support to its participants, the possibility of implementing various types of projects and mastering methods for their further promotion.

It should be noted that project-based learning develops in students:

- research skills (the ability to analyze a problem situation, identify problems, select the necessary information from the literature, monitor practical situations, record and analyze their results, build hypotheses, implement, generalize, and draw conclusions);
- the ability to work in a team (there is an awareness of the importance of teamwork for obtaining results, the role of cooperation, and joint activities);
- communication skills (the ability not only to express one's point of view but also to listen, and understand another, in case of disagreement, be able to constructively criticize an alternative approach in order to find eventually a solution that synthesizes, keeps the positive of each proposal).

In general, the design technology includes the following characteristics:

1. The presence of a problem that requires integrated knowledge and a research approach to finding its solution. The problem can be offered to students in a ready-made form, or they are led to an independent formulation of the problem and the formulation of hypotheses through various techniques, and visual aids.
2. Practical, theoretical, and cognitive significance of the expected results. The student must be aware of where and how he can apply the acquired knowledge, and which product of the project will be the logical conclusion of the latter. The ratio of the problem and the practical implementation of its solution makes the project method very attractive for the higher education system.
3. Independence, which is determined, on the one hand, by the available opportunity to show one's abilities, independently choose ways to solve a problem, and on the other hand, by the personal motivation of activity. The project method is always focused on the independent work of students (individual, pair, group).
4. Structuring the content of the project, indicating the phased results.
5. The use of research methods, that is, the definition of the problem, the research tasks arising from it, and the formulation of a hypothesis.

Short training periods, large volumes of information, and strict requirements for the knowledge, skills, and abilities of cadets are modern conditions for the educational process. High demands cannot be satisfied based only on traditional methods and means of pedagogical technologies. The use of interactive methods in pedagogical process encourages the teacher to constant creativity, improvement, development, professional and personal growth. Interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technologies in the pedagogical process is a necessary condition for the optimal development of both those who study and those who teach.

As you know, interest in the process of learning a foreign language is based on intrinsic motivation. Thus, in order to maintain interest in the subject, the teacher must develop this type of motivation in the student. Since motivation is a multifaceted phenomenon, the content of training should include a whole range of means to maintain it.

Hence, there are many ways to increase the motivation of foreign language learners. The main ones are:

- a) clear statement of tasks in a practical lesson;
- b) communicative orientation of the organization of classes;
- c) understanding the learning objectives;
- d) professional orientation of training;
- e) use in the classroom of various forms of work with elements of an educational game;
- f) an objective assessment of knowledge by the teacher.

The tasks that the teacher sets for the cadets should contain an incentive component. Students should be put in a position where the motive is "I can't be silent!" Works. For example, text assignments should not look just like "Read the text" or "Do the exercise", there must be a continuation of the task, from which it will be clear to the student why he must complete it; to find the answer to the question, compare the characteristics of different types of aircraft or mechanisms, explain the cause of a phenomenon, find the missing piece of information to complete the picture, etc.

The game has great motivating potential. The effectiveness of the use of educational games is determined by the following points: the game provides flexibility and reliability of the skills being formed, sharpening mental activity and emotionally coloring it; the game "erases" the differences between weak and strong learners. In the game, all participants are initially equal, and the result depends on the player himself, and his personal qualities. The situation of success creates a favorable emotional background for the development of cognitive interest. In the game, an unreceived answer activates the student's mental activity and pushes him to search for an answer (cognitive motives). In the classroom at a military university, even with all their regimentation, it is also necessary to find time for games - lexical, phonetic, grammatical, and, of course, role-playing. The use of role-playing games not only makes the lesson brighter and more interesting, but also allows you to achieve the main goal of teaching a foreign language - the formation of communicative competence.

The communicative orientation of teaching is not only the goal of teaching that teachers set for themselves but also the goal that determines the methods and techniques of teaching English in the classroom. Therefore, the teacher's task is to teach cadets to communicate in a foreign language, simulating specific situations that will help them in their future professional activities. Of course, it is difficult for cadets to imagine in what situation they could apply their knowledge of a foreign language, given the general "closed" nature of their service within Uzbekistan. Many do not understand why they learn a foreign language. Therefore, in order to develop the motivation and awareness of learning a foreign language, it seems important to us to use our imagination, formulating the objectives of the task, starting with the phrase "Imagine that..." ("Imagine that ...") — "Imagine that you are at an international forum/exhibition/air show/conduct a tour for foreign partners/ advertise Uzbek weapons systems /are at a military base in another country/make a statement for the foreign press/do an analysis of publications in the foreign press on any issue or weapon system, etc."

Of particular importance, in the formation of motivation, in our opinion, is the holding of debates and discussions, some of which should be preceded by a thorough study of the material being studied and be the final result, the "bringing into speech" of the acquired passive knowledge. Other types of discussions can be spontaneously generated by the

teacher, such as asking students to comment on a statement made by a famous politician or military leader. To motivate students who are afraid to make a mistake speaking, the teacher can go one level below the one students are studying, allowing them to create simpler phrases.

The quality of knowledge, skills, and abilities in a foreign language is directly related to the level of motivation. Like any other type of learning activity, learning motivation is determined by a number of specific factors. Educational motivation is systemic, characterized by direction, stability, and dynamism. An increase in motivation is associated with the use of information and communication technologies, which makes it possible to use a variety of illustrative materials - drawings, posters, photographs, and diagrams. Thus, there is an impact on several types of memory at once - visual, auditory, emotional, and motor. The lesson acquires an interactive character with the use of audiovisual means in training. The use of multimedia presentations in the educational process allows you to conduct classes at a higher quality level, and also makes it possible, in the absence of a natural language environment, to create conditions that are as close as possible to real-everyday communication in foreign languages. The creation of a large number of supports of a meaningful, linguistic, and speech nature can reduce the difficulties experienced by students and increase significantly the effectiveness and motivation of learning a foreign language.

Of particular importance in a military university is the atmosphere of goodwill, trust, and mutual assistance, which is supported by the teacher.

With the combined application of all above ways and methods, a situation of success is created, when even the weakest student gets the opportunity to prove himself, believe in his strength, and the ability to develop existing skills. Having been in a situation of success, the student experiences an emotional lift, which is a powerful motivating factor. The teacher must not forget to celebrate the real achievements of students, to praise them for a job well done.

Thus, is it possible to master successfully a foreign language only with a combination of instrumental and integrative types of motivation.

So, motivation in learning a foreign language plays an important role in the life of cadets and is one of essential components of the educational process. The interests and inclinations of cadets, their worldview and life positions, goals and objectives form the basis for the harmonious development of the individual. The pedagogical skills of the teacher, making presentations, and reasonably organized extracurricular work contribute to increasing educational motivation and developing the personality of future officers. Success in learning activities is determined by the nature of the motives that underlie it. Educational activity does not end at the end of training, it lasts a lifetime.

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