ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 03,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

PROJECT METHODS AS A MEANS OF PROSPECTIVE ENGLISH TEACHER'S CREATIVITY

Usmanova Dilnoza Muratovna
Teacher of the Uzbek State University of World Languages
Usmanovadilnoza989@gmail.com

Abstract

The article discusses the main provisions of the project methodology, and the possibility of using it in English language classes in universities, in particular as one of the means of forming cross-cultural competence. Furthermore, the article reveals the importance of project methods for forming English teachers' creativity. Also, the purpose of research is not only the project-based methods put forward in the first place the student's awareness, but also the ability to solve problems that arise in real-life situations. With implementing the project method into the practice of education, teachers should recall full comprehension of its concepts, goals and objectives. Applying the project method in English lessons is possible only through a detailed analysis of the curriculum of the training area, the establishment educational material's content taking into account the age, level, skill, culture, interaction, professional organization of cognitive activities of the student during lessons, the usage of modern information computer technologies in the educational process

Keywords

project methods, methodology, English language, teachers, creativity, awareness, cross-cultural communication, foreign language classes, modern methods, team work, project work, collective work, foreign communicational skills.

In connection with the integration of our education system into the world educational system, education is faced with the task of finding and introducing new approaches to teaching various disciplines that are called upon to meet fully the urgent needs of both the reformed society and each individual. The modern paradigm of education is distinguished by a number of general postulates [6]. Therefore, as N.F.Koryakovtseva notes [4], new requirements are put forward for the level of professional competence of a foreign language teacher (and we work with future teachers of a foreign language) and to his professional and personal qualities. These requirements include: the ability to think independently and critically; openness to pedagogical innovation; the ability to adapt their knowledge and skills to the conditions of variability of education (i.e. to constantly changing conditions of the social and professional environment); ability to solve new problems and take on professional responsibility; ability for autonomy and social activity; ability for professional reflection, research and creative activity; the ability for professional self-education and self-development [4].

In light of these requirements, the increasing importance of acquires project-based training approach. This approach aims to create projects that tie together the acquisition of theoretical knowledge and their practical use in solving specific problems and problem situations. At the same time, the project-based methods puts forward in the first place not only the student's awareness, but also the ability to solve problems that arise in real life situations (N.V. Bagramova, V.A. Bolotov, T.V. Gromyko, V.V.Serikov, A. V. Khutorskoy, D. B. Elkonin and others) [8]. This can not be achieved without qualitative changes in the system of training specialists and its reorientation in the direction from traditional explanatory-illustrative

and reproductive to creative-search active methods that allow to develop cognitive, creative, professional abilities of graduates of universities [6].

One of the active methods is widely used in the practice of teaching foreign languages is the project method. Analysis of the methodological literature is showed the increase in the attention of the scientific community to the use project learning in teaching foreign languages (I. A. Zimnyaya, G. L. Ilyina, V. V. Kopylova, S. P. Mikitchenko, O. M. Moiseeva, G. M. Nuriakhmetov, E. S. Polat, E. D. Pakhmutova, T. E. Sakharova, Ya.K. Taraskina, V.V. Chernykh and others) [7].

In modern didactics, project-based teaching considered as the basis of authorized education (N.N. Khalajan), contextual learning (A. A. Verbitsky), heuristics (V. G. Tabachkovsky, A. V. Khutorskoy). V. V. Guzeev, M. V. Klarin, D. G. Levites, E. S. Polat, I.D. Chechel consider project-based learning as holistic learning technology that promotes mastering by students of methodological knowledge, skills and abilities of self-education; as a means development of students' abilities, research skills, social skills, etc [2].

We believe that the set of measures should be constitute a complex, since random conditions do not contribute to the effective solution of this tasks. The effectiveness of the process of forming cross-cultural competence among students in the English classroom is defined by a set of conditions:

a) the learning process is modeled in context, dialogue of cultures;
b) personality-oriented and competence-based approaches;
c) the project method is used as how to implement them [1].

Dwell on the detailed on the essential characteristics of the project methods and the possibilities of using English language in the classroom. The project method is not fundamentally but in world pedagogy. It is originated in the 1920s in the United States and successfully developed through due to the pedagogical ideas of the American teacher and psychologist J. Dewey [2,3]. Project learning was directed to find ways, ways to develop active independent thinking of the child to teach not only memorize and reproduce knowledge, which the school gives, but also to be able to apply them to practice. The general principle is based on the project method, is consisted in the renewal of the direct connection of educational material with the life experience of students in their active informative and creative joint activities [3].

The main thesis of modern understanding of the project is the methodology is reduced to the following: *"Everything that I have done I know, I know what I need it for and where and how I can to apply this knowledge "* [5]. It should be noted that so far it has not been expressed approach to the definition of the concept of "design method". In particular, the design methodology is recognized as a direction in teaching methods of foreign language and, accordingly, it is proposed this direction project training. Some researchers interpret project methodology as a teaching method (N. D. Galskova). The use of the term "project technology", some authors argue as follows: the concept of "technology" is a category procedural, since it is directly related to learning process (V. Guzeev, Yu.L. Khotuntsev). Project is interpreted as an independently planned work implemented by students, in which second verbal communication is intertwined with intellectual the emotional context of other activities.

In our practice, we have sufficient precisely we often use the project method, tryingtake into account all the above theoretical provisions. The main idea of using the project method when teaching a foreign language is to shift the focus from a different type of exercise, training for active mental activity that require for their registration of ownership for certain language means. Therefore in practical lessons in English in senior courses in the course of studying on a specific topic, teacher is planning a presentation and protection of projects.

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 03,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

Projects themes offered by teacher, not only a solution to socially and personally significant problems, arouses the interest of students in their solution, but also contribute to the formation of cross-cultural competence.

Understanding languages and cultures are closely related to the formation of linguistic and cultural competence is also important to start using the project method when teaching a non-native language. Teaching English should be carried out inseparably with other subjects, taking into account their specifics. Project method helps to realize this idea. In preparation project, students turn to various subjects and aspects in a foreign language, which significantly expands their vocabulary, contributes to the intensification process of development of communicative skills of foreign language communication and forms a linguistic and cultural competence [8]. Projects give us the opportunity to involve students in real international communication. However, the curriculum and programs of the institutes oblige the teaching staff to adhere to certain educational standards. In order not to get out of the schedule of the educational process, teacher can offer to choose the most relevant and interesting topics of training manuals and transform them into project topics, and turn the key questions of the units into a start up, from which the trainees will start their search necessary information.

Considering the advantages of the project method in teaching English in higher educational institutions:

1. Project method promotes the development of student autonomy, since the latter is responsible for the results of their activities in order to achieve their goals and tasks. From start to finish, the work is done only by the trainee, while the teacher only directs and controls the process [9].
2. Project method forces teachers to continuously grow and develop together with their wards. It means teacher's readiness to provide professional help and demonstrate competence in a fairly narrow field of activity or specialization. To do this, you must always be in the know or one step ahead, in any questions and topics in order to be able to help with emerging difficulties.
3. Project method goes hand in hand with skills 21st century, such as: problem solving skills, critical thinking skills, teamwork, creativity and so on. Projects give learners the opportunity become true explorers of the 21st century who will keep pace with the new world full of different changes and knowledge.
4. Project method involves students in solving real life issues. Ideally, at the end of the project, students come to some solution or end product that is the result of their research or study. Formulation of results to be answers to topical, topical questions, will allow students to get not only an idea of what they will face in the future, but will also allow them to clearly understand the reality that surrounds them.
5. Project method provides meaningful and effective foreign language practice. Although many teachers consider such a practice to be rather complicated, but However, if the process is well planned and organized, students will be able to get the most positive experience, since not only a real need will be created to communicate in a foreign language, but also the need to organize content in product development and cooperation with members other teams.
6. Project method includes student communities. Project topics should reflect needs and interests of student unions. Ideally, you should always have an audience with which project participants can share your interesting and close listeners ideas and findings.
7. Project method requires the use of authentic materials, so the content of the project must be such that it will be relevant all over the world. Articles from magazines and

newspapers, world news, celebrity interviews, these can all be project topics. At the same time, one should not forget that authenticity is the key factor for effective language practice [9].

8. Project method requires an interdisciplinary approach. Projects allow educators from different backgrounds to work together to show students how knowledge is not isolated facts and postulates, what is it - a great mix of different ideas, practices and theories that complement each other.

9. Project method stimulates self-development of both students and teachers. The project preparation process demand from its participants knowledge that will associated with completely different and even completely unfamiliar areas of activity. To obtain this knowledge, it will be necessary to find, master and learn something new [10].

Cross-cultural competence consists of knowledge of cultural characteristics and norms of behavior, characteristic not only for their country, but also for countries of the target language, assuming the ability to compare; from the skills of making the right choice a strong line of behavior [7]. Hence the themes / problems of projects are selected in such a way that in the course of their implementation, the students make a comparison, contrast in different phenomena, is revealed similarities and differences. Besides, feature of the application of the design methodology in higher education institution is that it allows more to proceed from interests for students, their needs, and therefore the topics of future projects are formulated by the students themselves. The content aspects of teaching the subject, focusing on the areas of interest of students will influence their motivational sphere [8]. Work on each project, as already noted earlier, it is carried out in several stages: preparation specific (goal setting and planning), basic (research), presentation and evaluation. In addition to choosing a topic, during the discussion, students are correct enough formulate the purpose, objectives, content and nature project.

It can be stated that in the course of such a construction of the educational process knowledge, skills, skills will remain stronger than what are obtained in the course of normal classroom work, so how the implementation of the project corresponds to the real opportunities of students, their needs and on the other hand, it is personally significant for them and creates conditions for the manifestation of creative activeness and independence. The independent application of knowledge is not an integral part of any competence. Moreover, the project method activates the individual dual characteristics of students, character traits: purposefulness, perseverance, curiosity hardness, hard work, tolerance, sociability; between teacher and student are created special trusting, partnership relations.

REFERENCE

1. Gerald Prein. Erich Sass. Lernen im freiwilligen Engagement und gesellschaftliche Partizipation/ Gerald Prein. Erich Sass // Zeitschrift für Erziehungswissenschaft September 2009, Vol. 12, No 3, P. 529–547.- ISSN1434-663X (https://rd.springer.com/article/10.1007/s11618-009- 0086-y)
2. Gridasova, O. I. Development of students' project activities (based on the study of the German language): author. dis. ... Cand. ped. Sciences / O. I. Gridasova. - Kursk, 2004.
3. Golikova, L. V. Formation of professional foreign language communicative competence of students of non-linguistic university on the basis of a project-based teaching technology: author. dis. ... Cand. ped. Sciences / L. V. GoLikova. - SPb., 2005.
4. Jane R. Caulton. The Development and Use of the Theory of ERG: A Literature Review // Emerging Leadership Journeys. 2012. Vol.5 Iss.1. PP. 2-8. –

URL:https://www.regent.edu/acad/global/publications/elj/vol5iss1/ELJ_Vol5No1_Caulton_pp2-8.pdf (дата обращения: 03.01.2019).
5. Kopylova, V. V. Methodology of project work in English lessons: a methodological guide / V.V. Kopylova. - 3rd ed., Stereotype. - M .: Bustard, 2006- 93 p.
6. Koryakovtseva, N. F. Productive language education and the new role of a foreign language teacher / N.F.Koryakovtseva // Multilingualism and multiculturalism in the modern world and school: materials of scientific practical conference. - M., 2007.
7. Nelson, Kristen. Developing Students' Multiple Intelligences. Scholastic Professional Books, 1998.
8. New pedagogical and information technologies in the education system: a textbook for students of pedagogical universities and the system of advanced training of pedagogical personnel / under. ed. E. S. Polat. - M .: Academy, 1999.
9. Person-Centered Learning using Peer Review Method An Evaluation and a Concept for Student-Centered Classrooms Dominik Dolezal, Alexandra Posekany, Christoph Roschger, Gottfried Koppensteiner, Robert Pucher – International Journal of Engineering Pedagogy. 2018;http://online-journals.org/index.php/i-jep/article/view/8099/4829
10. Promoting students' reflections in organisational improvisation arrangement between higher education and workplaces Tiina Rautkorpi, Laura-Maija Hero – Nordic Journal of Vocational Education and Training. 2017; http://www.njvet.ep.liu.se/issues/2017/v7/i1/02/njvet_17v7i1a2.pdf
11. Solovova, E. N. New trends in the development of global reforms and the training of foreign teachers language / E. N. Solovova // Collection of articles of the Moscow State Pedagogical University, MDO. - M., 2005.
12. Taraskina, Ya. V. Project methodology as a means of forming a foreign language communicative tendencies of students of a language university (German, II course): author. dis. ... Cand. ped. Sciences / Ya. V. Taraskina. - Ulan-Ude, 2003.