

Individual Educational Project: New Opportunities for High Quality Education

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Abstract: The article discusses an individual educational project and its new opportunities in high-quality education. It also analyzes its possibilities and problems of working on an individual educational project using the example of the Russian language in non-linguistic universities.

INTRODUCTION

The study of the Russian language at a university of the XXI century is not limited to class activities and homework, but includes forms of different organizational conditions, among which a special place is occupied by an individual educational project, which involves putting forward, proving or refuting a hypothesis, conducting experiments, and scientific description of the phenomena being studied. in language and speech [5].

Conducting an individual educational project requires the student to be able to use all the possibilities of the educational environment, integrate knowledge of different subjects, and act interactively [1]. Working on an individual educational project can motivate a student to seriously study the Russian language. As a result, the young researcher discovers in the material being studied what is not described in textbooks: new, sometimes paradoxical linguistic facts, patterns of the existence of language at different stages of its historical development, trends in modern speech practice, connections with the culture and mentality of the nation.

An individual project in the Russian language develops students' skills in collaboration, development, implementation and public presentation of research results, a culture of mental work, and develops research skills: goal setting,

searching, processing and systematizing information, evaluating results, and others.

During the implementation of an individual educational project, the student's research thinking develops when he is assigned (interiorized) to socially developed and culturally preserved ways of thinking [2]. The approximate basic educational program of higher general education determines, among the planned results of educational and research activities, the formation of ideas of students of non-linguistic universities about the methodological foundations of scientific activity and scientific methods used in research and project activities, about such concepts as concept, scientific hypothesis, method, experiment and others, about the latest developments in the field of science, about the rules and laws governing relations in research activities. Let us note that the personal repeated participation of the authors in the development and public defense of an individual educational project as experts makes it possible to judge that, on the one hand, students for the most part are immersed in research activities, are carried away by the chosen topic, the object of research, and actively support the discussion, When answering questions, they demonstrate independence and knowledge of the material.

However, on the other hand, student projects do not always meet the requirements of independence and are a compilation of other people's texts; in their

works, which reflect the essence of the research conducted, there are a significant number of factual, grammatical and other errors. Many works can be characterized as redundant, when the author cannot focus on the chosen object of study, or insufficient, since they do not mention the knowledge accumulated in linguistics and its analysis in the aspect of the research topic.

RESULTS AND DISCUSSION

The issue of choosing the direction of an individual educational project also seems significant. Despite the presence on various websites of lists of topics for research in the Russian language, students, as experience shows, for their projects prefer to take topics from the field of literature, and those who have chosen the Russian language direct their views towards speech practices. Students are attracted by the peculiarities of communication, speech variability, deviations from the language norm in various spheres of human activity: in social networks, media, teenage interest groups, marketing: “Abbreviations in the names of trade brands”, “The influence of Internet slang on the speech culture of adolescents”, “Stamps and stereotypes in modern public speech”, etc.

Comparative studies are also of interest: “Syntax of popular songs of three generations”, “The use of clericalisms and clichés in the speech of my peers and people of the older generation”, “From a penny to the euro: names of monetary units in the past and present”, as well as an analysis of the peculiarities of the functioning of the language in the region: “Errors in advertising and on signs”, “Vocabulary of youth” [4]. Let us note that individual educational projects carried out in line with linguoconceptology are promising. The object of such research is a concept, and the product is a dictionary of one word.

A student is not always able to independently choose a research topic so that it corresponds to his interests, the capabilities of his supervisor, can be considered in a manner accessible to the student, based on the data of linguistic science, and at the same time meets the requirements of novelty. This requirement is met either by a new object of linguistic analysis, for example, students can explore recently created texts - works of poets and writers of their native land, rock performers, commercials and others, or the subject of research is studying a new facet of an already researched text, or by new methods, for example, using a resource “National Corpus of the Russian Language” and others.

The issue of the topics of research projects of senior schoolchildren should be raised in professional periodicals. The product of an individual educational

project in the Russian language is most often a portfolio [4], in the structure of which an important place is occupied by educational and scientific text, the design of which is the formulation of the goals and objectives of the study, definition of the object and subject, putting forward a hypothesis, headings of different levels, graphic drawings, tables, bibliographical descriptions and references, etc. causes difficulty not only for the student, but also for the teacher - project manager. In fact, we are talking about the research methodology and the way it is described in an educational and scientific text, which the teacher must have an idea about in order to successfully guide the activities of the student-researcher. The problem can be solved in the system of continuous teacher education. An important issue in the methodology for working on an individual educational project for students is the development of criteria for their evaluation.

An objective assessment of the research done can be carried out if quantitative indicators are developed. D.V. speaks about the criterion-based approach to project activities. Zherdev and A.V. Buinachev, who offer 5 criteria for assessing the quality of a research project [5]: compliance with the topic; ability to work with information; originality and independence of the research; skillful presentation and competent design.

5 CRITERIA FOR ASSESSING THE QUALITY OF A RESEARCH PROJECT



In general, agreeing with the proposed criteria, we note that the specificity of project and research activities in the Russian language is that the language here becomes both an object and a means of research, and the presented portfolio, project passport, presentation speech serve as sources that allow diagnosing both meta-subject skills, which are to a greater extent contained in the criterial base developed by the named authors, as well as the substantive results of mastering the native language and knowledge about it.

CONCLUSIONS

From this we can conclude that an individual educational project in the Russian language should be assessed according to the language criterion, which includes determining the quality of the created educational and scientific text, the depth of the linguistic, philological, sociolinguistic or other research conducted, as well as the quality of the presentation speech: compliance with linguistic, communication and ethical standards. The effectiveness of design and research activities in the Russian language can be effectively assessed in the context of a public presentation of the completed research to the professional expert community.

Then the questions become relevant about who can act as an expert and what should be decisive when evaluating the presentation of the research conducted by the student. Of course, one cannot demand excessive academic ability from a teenager, and we agree with a number of scientists who believe that “methodological reflection has yet to take shape in the student’s mind as a reflection of his subjective attitude to the surrounding reality” [5]. In our opinion, public defense of an individual educational project should demonstrate, first of all, the student’s value attitude towards his native language, his independence in research and the ability to participate in the discussion of the issues he has studied.

At the same time, we note that the defense procedure itself, communication with experts, goodwill and sincere interest on the part of the latter in the results of student work - all this motivates to further study the language, and possibly to enter the professional community. An analysis of the problems of working on a research project in the Russian language will not be exhaustive if we do not mention the current issues of the formation of academic culture in research teaching [3], plagiarism in student research works [2], the place of an individual project in the system of intermediate and final certification of students, the list of formed when performing skills and abilities. No less relevant is the question of using the project method when training future specialists in the system of higher professional education, since a student, having gone through his own path from a researcher in the status of a student to the head of an educational project, will provide better assistance in the future. It is possible that today it is already necessary to actively talk about the fact that individual educational projects in the Russian language and methods of teaching it can replace coursework in pedagogical universities. In conclusion, we note that universities in Uzbekistan have accumulated some experience in managing an individual educational project in the Russian

language: Russian as a foreign language or a Russian language specialty. This experience needs generalization and methodical interpretation.

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