

The Emergence And Development Of The Project Method In Education

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Abstract: The article describes the system of emergence and development of the project method in education. The chronology of the periods from the first stages of working with projects to its understanding as a methodological term is presented. The opinions and scientific views expressed by scientists who first developed the scientific and methodological foundations of this technology are analyzed.

Keywords: Project-based learning, project technology, stages of development, J. Dewey, W. Kilpatrick, types of projects.

Introduction: Although the concept of project-based education has been developed for more than a century, this approach to education still retains its relevance. The main goal of educational projects is to purposefully organize student activity, develop independent thinking, information processing, and research skills in the process of solving problems and implementing projects. Initially actively used in such fields as engineering, construction, and sculpture, project technology has proven itself to be one of the most effective methods in all areas of education today.

According to sources, the history of working with projects in educational practice goes back a long way. It first appeared in architectural workshops in Italy in the 16th century, and later spread to the Royal Academy of Architecture in France. Here, competitions were held among students for the best projects, and project preparation was included in the coursework [1].

The emergence and development of modern scientific and theoretical views on project technology dates back to the beginning of the 20th century. The term project as a "teaching method" began to be used in the articles of American educators S.R. Richardson, J.A. Stevenson. In his article, G.B. Kornetov, based on the ideas of M.G. Laperdina, notes that for the first time in American pedagogy the term "project" was used by S.R. Richardson in his articles describing the activities of organizing the educational process in workshops and laboratories. Based on this, the emergence of the term

"project" can be attributed to 1900.

S.R. Richardson called a project an educational activity of students organized on the basis of a specific plan, aimed at solving a certain problem. After Richardson described his educational experience, this term was used by J. A. Stevenson in 1908. While teaching an agricultural course at school, he organized extracurricular activities to put theoretical knowledge into practice. He called these practical assignments "home projects" [2].

However, the American educator and philosopher John Dewey and his student W.H. Kilpatrick are recognized as scientists who developed the scientific foundations of technology. Although John Dewey did not use the term project technology in his works, he expressed reasonable ideas on the organization of students' research activities. Criticizing traditional education with a rigid plan, a passive student, and an authoritarian teacher, he emphasized that teaching through experience, the student's conscious perception of information through experience, and independent thinking are the basis for mastering knowledge [3]. As the founder and leading theorist of progressive pedagogy, John Dewey had a great influence on the formation of democratic pedagogy, the development of person-oriented, activity-based, and competency-based approaches, the development of problem-based learning technology, and the modeling of the school as a center of social education.

J. Dewey's scientific views were developed by W.H. Kilpatrick. He expressed his initial views on this technology in his article "Project Method" (1918), and in the book "Fundamentals of Method" (1925) he developed a complete concept of the project method as a pedagogical technology. In his book "Project Method", H. Kilpatrick divides school projects into 4 types: constructive project, aesthetic or consumer project, problem project and project-training [4]. Seven years later, H. Kilpatrick in his book "Fundamentals of Method" (1925) interprets the typology of educational projects differently, but retains 4 types [5]:

The first type - production projects - are based on the creation of a specific product and can vary in complexity: from a children's sandbox to a national or global project. The second type - consumer projects. The goal is to acquire certain knowledge through an entertaining activity. The project participant is passive in the production process, but active in the consumption process. Kilpatrick explains the consumer project as follows: an artist has implemented a production project by drawing a picture, others can look at the picture and, enjoying it, become consumers

of the work of art. The third type - a project aimed at solving a problem. The goal is to solve a problem or solve some intellectual difficulty. According to Kilpatrick, historically this type of project may have grown from the first - a production-oriented project, since the educational production process also requires solving various problems. However, their difference is that the third type of project is built on a problem, while in the first type of project the problem may be a random element. The fourth type of project is aimed at acquiring specific skills, this type of project can be called a specialization project (for example, learning to swim or sing).

Kilpatrick, in classifying educational projects, focuses on the interests of students and the clarity of the goal. That is, in his opinion, projects are built mainly on the interests of students. However, today it is known that project-based tasks are used taking into account the curriculum, topic of the lesson, purpose, and age characteristics of students.

In general, the history of the development of project technology can be divided into 5 periods [8]:

1590 – 1765	In the architectural academies of Rome and Paris, talented students worked on projects such as creating various sculptures, fountains, or palaces, a period that served as the basis for modern educational technology.
1765 – 1880	The project method has become a permanent teaching method, being used in engineering schools in France, Switzerland, and Germany.
1880 – 1918	Kelvin M. Woodward adapted the project concept for school activities. Initially, it was used in manual labor and vocational education, and later spread to all subjects.
1918 – 1965	W. Kilpatrick explained the project as "a purposeful activity carried out in a social environment." After criticism from B.H. Bode, J. Dewey, and other American educators, Kilpatrick's approach lost some of its appeal in the United States, but was generally accepted in Europe, India, and the Soviet Union.
After 1970	W. Kilpatrick's project method was rediscovered in Germany, the Netherlands, and other European countries as the only appropriate

	educational method in a democratic society and began to serve as an important supplement to the traditional curriculum.
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After project-based learning gained popularity in American education, Russian educators also began to pay attention to it. However, there is also information that in Russian pedagogy, unaware of the teachings of American scientists, teaching methods very close to the ideas of project education began to be used in the late 19th and early 20th centuries. In particular, in 1905, in parallel with J. Dewey, a working group led by S.T. Shatsky began to introduce the project method into the educational process [6]. However, S.T. Shatsky emphasized in his works that the initial views on project technology belonged to American scientists.

The ideas of project-based learning were further developed in the works of Russian educators A.P. Pinkevich, P.P. Blonsky, P.F. Kapterev, V.N. Soroko-Rosinsky, S.T. Shatsky. They approached project activities differently and highlighted several aspects of personal development through projects. In particular, P.P. Blonsky viewed the project method as a means of preparing students for creative activity. P.F. Kapterev, having studied students' project work, scientifically substantiated the necessity of project work in the development of thinking. A.S. Makarenko, on the other hand, linked the project activity of students with productive labor and considered it one of the main elements of educational work. We can see the interpretation of the project method as a pedagogical technology used today in the studies of M.V. Klarin, G.K. Selevko, Y.S. Polat, I.A. Zimnyaya and others.

In recent years, interest in project technology and working with projects in education has increased in Uzbek pedagogy. Among the scientists of the republic, R. Safarova, A. Hamroyev, Sh. Yusupova, A. Khurramov, N. Kadyrova, R. Tillayeva and others have conducted scientific research on research and investigation activities in education, the design of educational activities.

Today, project technology refers to creative and research activities carried out by students individually or collectively to solve a given problem, which ultimately requires the preparation of a specific product. This technology is important in that it creates an opportunity to test and consolidate knowledge in practice. It also serves as an effective tool for attracting students to the lesson and increasing their activity.

CONCLUSION

In conclusion, the roots of project education go back a

long way. Its understanding as a method began in the first quarter of the 20th century. A number of American and Russian educators have developed scientific and methodological views on project technology, and various opinions have been expressed on its use in education. This technology has not lost its relevance, as it has helped to achieve positive results in education.

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