

The Concept of Project Activity and Its Role in Education

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Abstract: The article discusses the main goals of the education system aimed at directing students toward independent thinking, solving practical problems, and applying innovative approaches. It emphasizes not only acquiring knowledge but also applying it in practice, solving problems, thinking creatively, and participating in teamwork.

Keywords: Project, independent thinking, activity, knowledge, creative approach, teamwork, technology, innovations.

Introduction: In the modern education system, one of the important tasks is to direct students toward independent thinking, solving practical problems, and applying innovative approaches. Project-based activity plays a significant role in achieving this goal. In today's education, the aim is not only to help students acquire knowledge but also to develop their ability to apply it in real situations, solve problems, think creatively, and collaborate in teams. This requires the introduction of new technologies and innovative methods into pedagogical practice. From this perspective, integrating project activities into the educational process emerges as a relevant methodological direction.

Project activity is a fully planned, goal-oriented activity of students—individually or in groups—aimed at solving a specific problem, resulting in the creation of a certain product, project, solution, or innovation.

According to the Presidential Decree of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, "Concept for the Development of the Higher Education System until 2030," the introduction of practical and innovative methods into the educational process and the formation of professional and meta-subject competencies among students are defined as priority tasks.

Project activity involves the stages of analysis, research, creation, and presentation, aimed at solving a specific problem within a given timeframe. It applies knowledge in practice and develops creativity and critical thinking.

The use of project activity in education shifts the focus from traditional information delivery to engaging the student as an active participant. Students, working individually or in groups, aim to achieve tangible results. Project activity helps students develop the following skills:

- Making independent decisions and solving problems;
- Searching for, analyzing, and processing information;
- Working in a team and communicating effectively;
- Planning and controlling their own activities.

In this approach, the teacher acts as a facilitator and consultant, while students take on the role of active performers. Unlike traditional teaching, this enables the application of a student-centered educational model.

Literature Review

The project method was first proposed in world pedagogy by American educators John Dewey and William Kilpatrick, based on the idea that "knowledge arises in practice." Today, countries such as Finland, Singapore, and Japan highly recognize the effectiveness of project-based learning in their education systems.

In the national education system, project activity also plays an important role. The new generation of educational standards defines competencies that are practice-oriented alongside theoretical knowledge. This makes project-based learning a necessity.

Project activity can be implemented in various forms:

educational projects, research projects, social and innovative projects, startup projects, and others. Each form ensures active student participation and addresses real-life problems.

METHODOLOGY

Conditions for effective organization of project activity include:

- Clear definition of goals and objectives—the content of the project must be clear, and the problem should be relevant and engaging;
- Ensuring students' free choice and creative approach—allowing them to select topics according to their interests;
- Collaboration with experts and practitioners—increasing the real-world relevance of the project;
- Creating opportunities for communication and reflection—exchange of ideas, critical analysis, and evaluation enhance effectiveness;
- Presentation activities—students present their final product to an audience, allowing them to demonstrate their abilities.

In applying this method, the teacher's role must be reconsidered. They should not only lecture but act as a partner, advisor, and motivator. This encourages students' personal initiative and increases their sense of responsibility.

RESULTS AND DISCUSSION

In recent years, the topic of innovative education and the project method has taken a separate place in both national and international pedagogical research. In modern educational theory, active, practice-oriented, and student-centered approaches are receiving serious attention as effective means of developing students' complex competencies.

At the beginning of the 20th century, American educators John Dewey and William Kilpatrick developed the project method as a practical approach to education, initially in schools. Later, it began to be applied in higher education as an innovative technology. Dewey emphasized the need to connect education with life, prioritizing the idea of students actively engaging with knowledge and applying it in real-life "occupations."

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