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INGLIZ TILI TA'LIMIDA LOYIHA ASOSIDA O'QITISHNING O'RNI VA METODOLOGIYASI

ANNOTATSIYA

Maqolada chet tilini o'qitishda loyiha asosida o'qitishdan foydalanishning nazariy asoslari, metodik jihatlari o'rganilgan. Loyiha asosida o'qitish g'oyalarining ildizlari XIX asrning boshiga borib taqalishiga qaramasdan, bu boradagi tadqiqotlarning o'sishi XXI asrning kirib kelishi bilan o'zining eng baland cho'qqisiga erishdi. Loyiha asosida o'qitish o'quvchi-talabalarning real-hayotiy muammo va masalani qamrab oluvchi muayyan loyiha ustida ishlashi orqali ta'lim mazmunidan ko'zlangan o'quv maqsadlariga erishishini ko'zda tutuvchi tizimli jarayon hisoblanadi. Bugungi zamonaviy ish muhitining asosini loyihalar tashkil etayotganini inobatga olmaslikning iloji yo'q. Bunda ta'limning barcha bosqichlarida, ayniqsa, oliy ta'limda loyiha asosida o'qitishni o'quv jarayoniga integratsiya qilish bo'lajak mutaxassislarni tajriba orttirish orqali real ish faoliyatiga tayyorlash demakdir. Chet tili ta'limida loyiha asosida o'qitish o'ziga xos ahamiyat kasb etadi. Chet tili, jumladan, ingliz tilini o'qitishda loyiha asosida o'qitishdan foydalanish chet tilini amaliy maqsadlar uchun o'qitish g'oyalarini o'zida aks ettiruvchi va bugungi kunda chet tili ta'limida ustuvor yo'nalishlar sifatida qaralayotgan kommunikativ, shaxsga yo'naltirilgan va kompetentlik yo'ndashuvlarining asosiy tamoyillarini o'zida aks ettiradi. Muallif ilmiy adabiyot va tadqiqotlarni tahlil qilish asosida loyiha tushunchasi, loyiha asosida o'qitish yondashuvining mazmuni, ta'limda uning o'ziga xos xususiyatlari haqida so'z

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THE ROLE AND METHODOLOGY OF PROJECT-BASED LEARNING IN TEACHING THE ENGLISH LANGUAGE

ANNOTATION

The article deals with the theoretical basis and methodological aspects of implementing Project-Based Learning in foreign language teaching. Although the roots of Project-Based Learning ideas go back to the beginning of the 19th century, the growth of researches in this area has reached its peak with the advent of the 21st century. Project-Based Learning is a systematic process that enables students to achieve learning objectives that are focused on the content of education through working on a specific project that covers real-life problems and challenges. It is impossible to ignore the fact that projects form the basis of today's modern work environment. At the same time, the integration of Project-Based Learning in the educational process at all stages of education, especially in higher education, means the training of future professionals for real work through experience. Project-Based Learning has a special significance in foreign languages education. The use of Project-Based Learning in foreign languages teaching, including English, reflects the basic principles of communicative, learner-centered and competency-based approaches that reflect the idea of teaching a foreign language for practical purposes and are considered a priority in foreign languages teaching today. On the basis of the analysis of scientific literature and researches, the author discusses the concept of the project, the content of the project-based teaching approach and its specific features in education.

yuritadi. Yondashuvning olib borilgan tadqiqotlar natijasida o'z isbotini topgan yutuqli jihatlari, loyihalarning turlariga ko'ra tipologik tasnifi bayon etiladi. Ingliz tilini o'qitishda loyiha asosida o'qitishdan foydalanishning asosiy yo'nalishlari tahlil qilinadi. Loyiha asosida o'qitishning asosiy bosqichlari, muhim elementlari sohaga oid o'rganilgan adabiyotlar asosida izohlanadi va chet tilini o'qitish jarayonida loyiha asosida o'qitishdan foydalanishda uchraydigan makro- va mikrotizimdagi qiyinchiliklar tipologiyasi keltirib o'tiladi.

Kalit so'zlar: loyiha asosida o'qitish, ingliz tilini o'qitish, shaxsga yo'naltirilgan yondashuv, autentiklik, metodik tayyorgarlik.

The advantages of the approach, which have been proven as a result of the research, are described, and types of projects are presented by typological classification. The main goals of implementing Project-Based Learning in the English language teaching are analyzed. The main stages of Project-Based Learning, the important elements are explained on the basis of the studied literature in the field. Besides, the author presents the typology of difficulties in macro and micro systems that can be encountered in applying Project-Based Learning in foreign languages teaching.

Key words: project-based teaching, the English language teaching, learner-centered approach, authenticity, methodological training.

KIRISH

Ingliz tilini o'qitishda shaxsga yo'naltirilgan ta'lim yondashuvlariga bo'lgan e'tiborning kuchayib borishi bilan loyiha asosida o'qitish (Project Based Learning) – loyihaviy ta'lim yondashuvi o'ziga xos o'rin egallay boshladi. Mazkur tendensiyaning asosida esa chet tili o'rganuvchilarining muayyan tilni o'rganishdan maqsadi til materialini yoki nutq ko'nikmalarini egallashgina emas, balki til o'rganuvchining ehtiyoji bilan bog'liq hayotiy vazifalarni hal etish g'oyasi yotadi.

Loyiha asosida o'qitish yondashuvi ilk bor XIX asrning ikkinchi yarmida Amerika Qo'shma Shtatlarida qo'llanila boshlagan. Jahon ta'limi amaliyotida loyiha asosida o'qitish g'oyalari dastlab D.Dyui [Dyui D., 1924; 126], U.Kilpatrik [Kilpatrik U.X. 1925; 42], E.Kollings [Kollings E.U., 1926; 83], Ch.Richard, I.Bastian, X.Gudybns, M.Knoll [Knoll M., 1993; 62], B.V. Ignatev [Ignatev B.V., 1930; 142], M.V. Krupenina, N.V. Shulgin [Shulgin V. N., 1924; 126], S.T. Shatskiy [Shatskiy S.T., 1980; 304] tomonidan ilgari surilgan bo'lsa, keyinchalik mazkur sohadagi tadqiqotlarning ko'lami kengayib, loyihaviy ta'limning nazariy asoslari (P.Blumenfeld, E.Solovey [Blumenfeld P., Solovey E., 1991; 370], G.L. Ilin [Ilin G.L., 2001; 8790], V.Ya. Baklagina, V.P. Bepalko [Bepalko V.P., 1989; 191]); maktab o'quvchilariga loyiha asosida ta'lim berish (Shepherd H.G. [Shepherd H.G., 1998; 59], S.Beneke va M.Ostroskiy [Beneke S., Ostroskiy M., 2008; 8] I.N. Buxtiyarova [Buxtiyarova I.N, 2001; 109], A.Ye. Veretennikova [Veretennikova A.Ye., 1999; 18], S.I. Gorlitskaya [Gorlitskaya S.I., 1995; 14], V.V. Guzeev [Guzeev V.V., 2001; 128], L.S. Jelnina [Jelnina L.C., 1998; 22], N.V. Matyash [Matyash N.V., 2000; 39], O.M. Moiseeva [Moiseeva O.M., 1994; 152], N.Yu. Paxomova [Paxomova N.Yu., 1997; 19], Ye.V. Rogaleva [Rogaleva Ye.V., 1999; 19], N.G. Chanilova [Chanilova N.G., 1997; 25]); talabalarni o'qitishda va kasbiy tayyorgarlikda loyihaviy ta'limdan foydalanish muammolari (R.M. Antropova [Antropova P.M., 2003; 179], V.G. Veselova [Veselova V.G., 2001; 44], O.I. Gridasova [Gridasova O.I., 2004; 19], I.M. Stepanova [Stepanova I.M., 2002; 21], G.A. Sinitsina, G.A. Fedorova E.V. Maksimova [Maksimova E.V.,

2003; 153]) bo'yicha bir qancha tadqiqot ishlari olib borilgan.

ASOSIY QISM

Mazkur yondashuvning loyihalar atrofida o'rganishni tashkil etuvchi ta'lim modeli sifatidagi ta'rifidan kelib chiqsak [Tomas J.V., 2000; 74], loyiha asosida o'qitish haqida so'z yuritishdan avval loyiha konseptini izohlab olish zarurati yuzaga keladi. Insoniyat tarixida qadimgi davrlardan buyon turli-tuman loyihalar amalga oshirib kelingan. Qadimgi qurilish loyihalaridan tortib, harbiy loyihalar, yangi yerlarni egallash, insonning oyga ilk qadam qo'yishi bilan bog'liq loyihalargacha loyihalardan foydalanish amaliyotining uzoq tarixga ega ekanligini ko'rsatadi. Keyinchalik loyihalarni qo'llash amaliyotining kengayib borishi, uning muayyan tizimga solinishi tushunchani talqin qilish bilan bog'liq o'zgarishlarga sabab bo'ldi. Bugungi kunda tadqiqotchi olimlar tomonidan taklif qilingan turli nuqtai nazarlarning tahliliga asoslanib "loyiha" konseptining mazmunini "yagona shaxs, jamoa, tashkilot, ta'lim muassasasi, korxona produktiv faoliyatning tugallangan sikli" yoki "mumkin bo'lgan mablag' va resurslarni sarflash orqali natija sifatiga qo'yiladigan talablar asosida alohida tizimni vaqt bilan chegaralangan sharoitda maqsadli o'zgartirish" tarzida ifodalash mumkin.

Pedagogika va metodika sohasidagi qo'llanmalarda esa "loyiha" atamasi loyiha asosida o'qitish yondashuvi bilan bog'liq ravishda qo'llanilib talabalarni loyihalash, muammolarni hal etish, qaror qabul qilish, tadqiq etish, uzoq muddatda mustaqil ishlashga va real yakuniy mahsulot va taqdimot jarayoniga qamrab oluvchi yechimi ko'pqirrali masala yoki muammoga asoslangan murakkab vazifa sifatida talqin etilganligini ko'ramiz [Jons B.F., 1997; 83; Tomas J.V., 1999; 43].

Loyiha asosida o'qitish bilan bog'liq ilk nazariy farazlar yuzaga kelgan vaqtdan boshlab turli-tuman tadqiqotchi olimlar mazkur yondashuvga o'z ta'rif va izohlarini berishga harakat qilib kelmoqdalar. Bu boradagi eng mashhur ta'riflardan biri ta'limda loyiha asosida o'qitishni qo'llash bo'yicha samarali tadqiqotlar olib borgan P.Blumenfeld va uning safdoshlari B.Fishmen, E.Solovey tomonidan berilgan. Unga ko'ra, mazkur jarayonning mazmun-mohiyatini "talabalarga real-hayotiy muammolarni qo'yish, ularni aniqlashtirish, izlanishlarni loyihalash va olib borish, ma'lumotlarni yig'ish, tahlil qilish, talqin qilish, xulosalar qilish va xulosalar bo'yicha hisobot berish orqali real hayotiy muammolarni yechish asosida bilimlarni egallash uchun shart-sharoit yaratish" tashkil etadi [Blumenfeld P., Fishman B.J., Solovey E., 2000; 150].

Loyiha asosida o'qitish bugungi mehnat bozorida qadrlanayotgan, bo'lajak mutaxassilar uchun yaxshi ish o'rinlarini egallash, karerada ildam oldimlash uchun muhim deb hisoblanayotgan soft skilzni rivojlantirishda o'ziga xos o'rin tutadi. Ma'lumki, so'nggi yillarda oliy ta'lim mazmunini qayta ko'rib chiqish, uni mehnat bozorining va ish beruvchilarning talab va ehtiyojlariga moslashtirish oliy ta'limda mutaxassislikka yo'naltirilgan ta'lim modelidan kompetentlikka yo'naltirilgan ta'lim modeliga o'tilishiga sabab bo'ldi. Mazkur jarayonni zamonaviy mehnat muhitida samarali faoliyat olib borish uchun faqatgina kasbiy bilim va ko'nikmalar bilan

cheklanib bo'lmاسligi, sohalararo ishlash ko'nikmasiga ega bo'lish zaruratining yuzaga kelganligi bilan izohlash mumkin. Kompetentlikka yo'naltirilgan ta'lim modeli mutaxassislikka yo'naltirilgan ta'lim modelidan ta'lim maqsadi, ta'lim natijasi, ta'lim shakli va fanlararo munosabatlarga ko'ra farq qiladi.

Mutaxassislikka yo'naltirilgan ta'lim modeli	Kompetentlikka yo'naltirilgan ta'lim modeli
Ta'lim maqsadi	
Mutaxassislikni egallash ya'ni ta'lim faoliyati jarayoni va natijasini belgilovchi kasbiy faoliyat predmetiga qattiq bog'lanish	Kasbiy va ijtimoiy faoliyatning barcha turlarini amalga oshirishga qodir bo'lgan mutaxassisni tayyorlash
Yakka fan tarmoqlariga asoslanganlik	Fanlararo integratsiyaga asoslanganlik
Ta'lim natijasi	
Bilim, ko'nikma va malakalar egallanishi	Kompetensiyalar majmuyi egallanishi
Ta'lim shakli	
Passiv ta'lim modeli. Ta'limning akademik xarakterining ustunligi	Faol ta'lim shakli. Ta'lim tanlangan mutaxassislik kontekstida faol o'qitish usullari yordamida olib borilishi

Bundan ko'rinadiki, kompetentlikka yo'naltirilgan ta'lim modeli faqat kasbiy yo'naltirilgan *'hard skilz'*ni egallashnigina emas, balki shaxsning rivojlanishi, ijtimoiy faolligi, shaxsiy hayot va professional muvaffaqiyati uchun zarur bo'lgan ichki va shaxslararo ko'nikmalarni o'z ichiga oluvchi *'soft skilz'*ning muayyan darajalarini egallashni nazarda tutadi. Bu o'rinda loyiha asosida o'qitish yondashuvidan foydalanish yuqorida keltirilgan ta'limni mutaxassislik kontekstida faol o'qitish usullari yordamida olib borishga keng imkoniyat yaratishi bilan ahamiyatga ega.

Bizning fikrimizcha, bo'lajak mutaxassislarga ingliz tilini o'qitishda muloqot, hamkorlikda ishlash, tanqidiy fikrlash, ijodiy fikrlash, tahliliy fikrlash, vaqtni to'g'ri boshqarish, professionalizm, nazolarni hal qilish kabi ko'nikmalarni o'ziga oluvchi soft skilz turlarini rivojlantirib borishda loyiha asosida o'qitishdan foydalanish chet tili ta'limidan ko'zlanadigan amaliy, tarbiyaviy, umumta'limiy maqsadlar bilan birga rivojlantiruvchi maqsadga erishishga imkoniyat yaratadi. Zero, rivojlantiruvchi maqsad hissiy idrok, ya'ni intellekt, tashqi ta'sirni sezgilar va analizatorlar yordamida idrok etib tushinishni ravnaq toptirishni nazarda tutadi. Jumladan, L.Taddei loyiha asosida o'qitishning bo'lajak mutaxassislarda ijodiy fikrlash ko'nikmalarini rivojlantirishga yordam berishini ta'kidlab, ta'limning maqsadi talabalarda ijodiy va mantiqiy fikrlash, muammolarni hal qilishni rivojlantirish bo'lishi lozimligini uqtiradi [Taddei L., 2013; 86].

R.Svobodova va uning safdoshlari esa loyiha asosida o'qitish talabalarga o'qituvchi nazorati ostida maqsadga erishish yo'llarini tadqiq etish orqali ularning ijodiy fikrlash ko'nikmalarini rivojlantiradi, deb hisoblaydi.

L.Allen loyiha asosida o'qitishning muammolarni hal qilish, yuqori darajadagi fikrlash ko'nikmalarini rivojlantirishdagi afzalliklarini keltirib o'tadi va bu ko'nikmlarning hayot davomidagi, sohalararo foydalanish imkoniga ega o'quv kontekstidan tashqari hususiyati tufayli muhim o'rin tutishini tushuntiradi.

J.Kolman loyiha asosida o'qitishning talabalarda ijtimoiy ko'nikmalar, hamkorlikda ishlash, jamoaviy ruh kabilarni rivojlantirishdagi o'rnini yuqori baholaydi [1992; 37].

T.Rives va boshqalar esa loyihalar autentik harakteri sababli hayotiy ahamiyatga ega topshiriqlar bo'lib, talabalarga masalani turli nuqtai nazardan ko'rib chiqish, hamkorlik va refleksiyaning rivojlantirish, raqobatbardosh yechimlar va natijalarning xilma-xilligiga erishish imkonini beradi, deb hisoblaydi [2002; 565]. Autentik topshiriqlar esa o'qish yoki tinglash orqali o'quv mazmunini o'rganish, mashq qilish, qo'llash va baholashga qaratilgan an'anaviy mashqlardan farqli ravishda, qo'llanilishi va dolzarbligi jihatidan hayotiy ahamiyatga ega bo'lgan, o'quv dasturiga mos keladigan, mayyan murakkablik darajasiga ega topshiriqlar hisoblanadi.

Shuningdek, J.Tomas [2000; 157], C.Bell [2010; 43], N.Harmer va A.Strokes [2014; 27], B.Kondlayf kabi olimlar ham loyiha asosida o'qitish orqali talabalar yuqori darajadagi muammoni hal qiluvchi, tadqiqotchi va tanqidiy fikrlovchilar bo'lib yetishishlari mumkinligini o'z tadqiqotlari orqali isbotlashga harakat qilgan. Bu borada S.Bell loyiha asosida o'qitish innovatsion o'qitish yondashuvi sifatida XXI asrda mutaxassislar uchun dolzarb bo'lgan qator ko'nikmlarni rivojlantirishda samarali bo'lishi mumkinligini ta'kidlaydi.

Chet tilini o'qitishda loyihalardan foydalanish butunlay yangi tushuncha emas. Zero, loyihaviy ishlar ko'plab chet tilini o'qitish darsliklari va dasturlariga integratsiya qilib kelinadi. Biroq bu o'rinda "loyihani bajarish" va "loyiha orqali o'rganish" tushunchalari farqlanadi. Chet tilini o'rganishda ko'pincha qo'llaniluvchi loyihani bajarishda talabalar o'quv birligi mazmunini mustahkamlashga qaratilgan qisqa muddatga mo'ljallangan topshiriqni bajaradilar. Masalan, talabalarga ingliz tilidagi Present perfect zamoni tanishtirilgach, mazkur zamonni amaliy qo'llash malakasini rivojlantirish uchun talabalar guruhdoshlarini o'zlari tuzgan so'rovnomalar orqali savol-javob qilib, bunda mazkur zamon shaklidan foydalanadilar. Loyiha asosida o'rganishda esa loyiha o'rganish, ko'nikma va malakalarni rivojlantiruvchi vosita vazifasini o'taydi. Bunda asosiy maqsad talabalarni real-hayotiy muammoni hal etish yoki yo'naltiruvchi masalaga javob topishga qamrab olish orqali o'rganilayotgan tildan mazmunli foydalanish va muloqot, tanqidiy fikrlash kabi soft skillni takomillashtirishga qaratiladi. Bunda o'rganilayotgan til loyiha ishinining turli boqichlari – jamoaviy muloqot va muzokara jarayonida, autentik manbalarga murojaat qilish jarayonida, o'qituvchining tushuntirish va izohlarni tinglash jarayonida qo'llaniladi.

Ingliz tilidagi ilmiy adabiyotlarda loyiha asosida o'qitish, shuningdek, "autentik mazmun va autentik baholashga egalik", "o'qituvchining yo'naltiruvchi emas, *'fasilitator'* rovida bo'lishi", "aniq ta'lim maqsadlarining mavjudligi", "hamkorlikda o'rganish", "talabalarining nisbatan avtonom ishlashi", "refleksiya" va "ish ko'nikmalarining qamrab olinishi" kabi tushunchalar bilan bog'liq xususiyatlarga ega ekanligini ko'rish mumkin [Moursund D., 1999; 60; Diehl V., 1999; 43; Jons B.F., 1997; 42].

Loyiha asosida o'qitish yondashuvi bilan bog'liq nazariy qarashlarni tahlil qilgan va olimlarning yuqoridagi fikr-mulohazalariga qo'shilgan holda, mazkur ta'lim

shaklini shaxsga yo'naltirilgan, izlanuvchanlikka asoslangan, o'quv konteksti real-hayotiy topshiriqlarni hal etishga, talabalarning yagona muayyan maqsadga erishish yo'lida o'zaro faoliyat olib borishlariga qaratilgan o'quv jarayonining tizimlashtirilgan qismi sifatida ta'riflashimiz mumkin.

2010-yildan 2019-yilgacha loyiha asosida o'qitish doirasidagi tadqiqotlar tez sur'atlar bilan o'sdi. Adabiyotlar tahlili shuni ko'rsatadiki, LAO' ta'lim tizimining turli bosqichlarida, turli fan tarmoqlari aro qo'llanilishiga ko'ra, yondashuv paydo bo'lgan davrdan boshlab eng yuqori bosqichga ko'tarildi. Loyiha asosida o'qitish tushunchasining ommalashuvi, turli fan o'qituvchilarining e'tibor markaziga tushayotganini internet manbalarida sohaga oid ko'psonli maqolalarning paydo bo'layotgani ham isbotlaydi. Shunga qaramasdan, aksariyat manbalar sayozligi, yondashuvda qo'llaniluvchi loyihaning tub mazmunini to'liq aks ettirmayotganini ta'kidlab o'tish lozim. Biroq, loyiha asosida o'qitishda loyihaning o'rnini to'la-to'kis aniqlab olmaslik nafaqat yondashuvdan ko'zlangan maqsadga erishmaslik, balki ta'lim maqsadidan ham uzoqlashishga sabab bo'ladi. Shu sababli, loyiha asosida o'qitishda ta'lim samaradorligiga erishish uchun loyihaning ta'limiy vazifalarini inobatga olish muhim ahamiyatga ega. Loyiha, loyiha asosida o'qitish maqsadini ro'yobga chiqarishi uchun muayyan mezonlarga ega bo'lishi kerak bo'ladi. J.Tomas o'zining "Loyiha asosida o'qitish bo'yicha tadqiqotlar sharhi" nomli maqolasida LAO' loyihasining asosiy xususiyatlarini yoritib bergan [Tomas J.V., 2000; 29]:

1. *LAO' loyihasi o'quv dasturiga periferik emas, balki markaziy bo'lishi kerak.* Mazkur mezon quyidagi xulosalarni nazarda tutadi: talabalar fanning asosiy tushunchalarini loyiha orqali o'rganadi ya'ni loyiha markaziy ta'lim strategiyasi bo'lib xizmat qiladi. Shu bilan birga, loyihalarda o'quv dasturiga kiritilmagan tushunchalar qamrab olinmaydi.

2. *LAO' loyihasi talabalarni fanning markaziy tushuncha va tamoyillari bilan yuzlashishga olib boruvchi masala va muammolarga qaratilgan bo'lishi kerak.* Bunda loyihaning topshiriq bilan egallanishi kerak bo'lgan konseptual bilim o'rtasida aloqa o'rnatish uchun ishlab chiqilgan bo'lishi ko'zda tutiladi. P. Blumenfeld ta'biri bilan aytganda talabalarning vaqti sarflanadigan masala, topshiriq, yakuniy mahsulotlarning barchasi intellektual maqsadga xizmat qilishga yo'naltirilgan bo'lishi kerak.

3. *LAO' loyihasi talabalarni konstruktiv tadqiqotga qamrab olishi kerak.* Bunda loyihaning asosiy faoliyati talabalar tomonidan bilimlarni transformatsiyalash va konstruksiyalash ekanligi nazarda tutiladi. Loyihaning asosiy faoliyati talabalar uchun qiyinchiliksiz, mavjud bilim va ko'nikmalarni qo'llash orqali bajarilishi uning LAO' loyihasi bo'la olmasligini bildiradi.

4. *LAO' loyihasi muayyan darajada talabalar tomonidan boshqarilishi kerak.* Bunda loyihaning oldindan belgilangan natija va hal etish yo'llariga ega bo'lmasligi ko'zda tutiladi. Mazkur loyihalar an'anaviy loyihalardan farqli ravishda talabalar avtonomiyasi, tanlov imkoniyati, mas'uliyat, nazorat qilinmagan ish vaqti kabilarni o'z ichiga oladi.

5. *LAO' loyihasi autentiklik xususiyatiga ega bo'lishi kerak.* Bunda hayotiylik hususiyati loyiha mavzusidan tortib, topshiriqlar, talabalar tomonidan taqsimlangan

rollar, loyihaaning yakuniy mahsuloti yoki yechimi va mazkur mahsulotning baholanuvchi mezonlargacha aks etishi ko'zda tutiladi.

So'nggi yillarda olib borilgan bir qancha tadqiqotlar loyiha asosida o'qitish to'g'ri tashkil etilgan taqdirda o'quvchi-talabalarning o'zlashtirish samaradorligiga va o'quv jarayonining ijobiy o'zgarishiga samarali hissa qo'shishini isbotlab bormoqda. Jumladan, uning:

- talabalarda akademik yutuqlarning o'sishi [Han S., 2015; 1089; Kondlayf B., 2016; 105];

- o'quv jarayoniga qiziqish, o'quv motivatsiyasining va o'quv jarayonidan zavqlanishning oshishi [Ivamoto I., 2016; 29; Brofi J., 2004; 35; Larsen Friman D., 2000; 27];

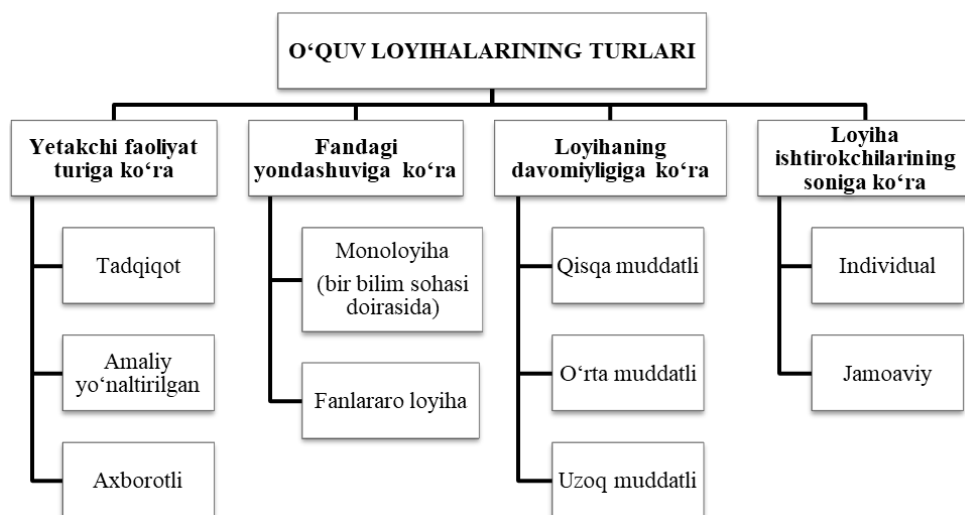
- talabalar o'quv jarayoniga qamrab olinishining o'sishi [Li I., 2002; 285];

- egallangan bilim va tushunchalarni esda saqlab qolish va qo'llashning yuqorilashi [Summers E.J., 2012; 84; Harmer N., 2014; 12];

- talabalar o'rtasida davomatning yaxshilanishi [Tamim S.R., 2013; 80; Katapano S., 2015; 46];

- talabalar o'z-o'ziga bo'lgan ishonchi, o'quv jarayonidagi avtonomiyasining oshishi [Ckehan P., 1998; 94; Fried Buth D.L., 2002; 106] bilan bog'liq yutuqli tomonlari amaliy o'quv jarayonlarida o'z aksini topishga ulgurgan.

Loyiha asosida o'qitish jarayonida loyihalarning turi jarayonni oldindan rejalashtirish va tashkillashtirishda muhim nuqta hisoblanadi. O'quv loyihalari yetakchi faoliyat turi, fandagi yondashuvi, loyiha davomiyligi, loyiha ishtirokchilarining soniga ko'ra bir qancha turlarga bo'linadi. Loyihani bajarishdan ko'zlangan maqsad, loyiha asosida ko'zda tutilgan topshiriqlarning ko'lamiga ko'ra loyiha turi o'qituvchi tomonidan tanlab olinadi va uning rejasi ishlab chiqiladi.



Xalqaro maydonda loyiha asosida o'qitish yondashuvidan chet tilini o'qitishda

foydalanishga bag'ishlangan ko'plab tadqiqotlar amalga oshirilgan. Bu sohada izlanish olib borgan olimlardan biri J.Bekket loyiha asosida o'qitishni talabalarning uzoq muddatli faoliyatiga qaratilgan o'qitish usuli sifatida izohlaydi. Yondashuvning tilni funksional jihatdan o'qitish va o'rganishda, shuningdek, talabalarning til materiali, ko'nikma va mazmunni bir vaqtning o'zida o'zlashtirishida ko'mak beradi, deb ta'kidlaydi [Bekket G., 2002; 59].

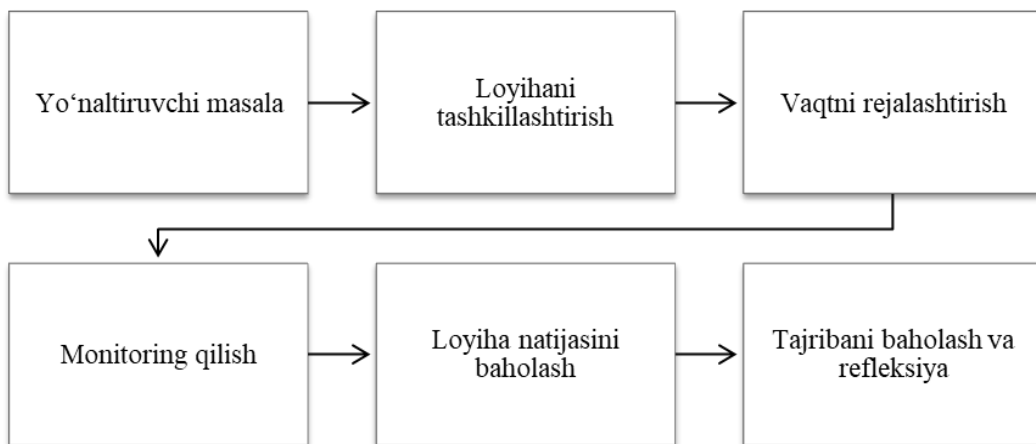
G.Levin esa loyiha asosida o'qitish autentik ya'ni real-hayotiy vazifalarni hal etish uchun maqsadli muloqotga kirishishga asoslanganligi bois, o'rganilayotgan chet tilini nisbatan tabiiy sharoitda ishlatish va tilning autentik qo'llanilishini talab qiluvchi mazmunli vaziyatlarda ishtirok etish orqali talabalarning til ko'nikmalarini samarali rivojlantiradi, degan fikrni ilgari suradi [Levin G.S., 2004; 29].

L.Bolsunovskaya va K.Filips chet tilini maxsus maqsadlar uchun o'rganishda loyiha asosida o'qitish yo'li bilan olib borgan tajriba-tadqiqotlari orqali talabalarda chet tilini o'rganishga bo'lgan qiziqish va professional muloqot ko'nikmalarining rivojlanishini isbotlab beradilar [Bolsunovskaya L., 2015; 17].

M.Essien ingliz tilini chet tili sifatida o'rgatishda loyiha asosida o'qitishning talabalar yozuv ko'nikmasi rivojlanishiga ijobiy ta'sir ko'rsatishini (2013), keyinroq esa (2018) umumiy ingliz tilidagi layoqatini o'stirishga samarali hissa qo'shishini o'z tajribalari orqali isbotlab berdi [Essien, A.M., 2018; 440].

Biz bu borada F.Stollerning [Stoller F., 1997; 35] LAO'ning chet tilini o'qitish jarayonidagi potensialini o'qish, yozuv, tinglab tushunish va gapirish ko'nikmalarini tabiiy integratsiya qilish uchun keng imkoniyatga ega ekanligi to'g'risidagi fikrlariga qo'shilgan holda mazkur yondashuv bevosita real ish muhitining modeli sifatida talabalarda zamonaviy ish muhiti uchun zarur bo'lgan soft skilzni rivojlantirish va takomillashtirishga samarali hissa qo'shadi, deb hisoblaymiz.

Metodik jihatlari. Loyiha asosida o'qitish nafaqat talabalar balki o'qituvchilar tomonidan ham qo'shimcha chora-tadbir va tayyorgarlikni talab etadi. Loyiha asosida o'qitish quyidagi bosqichlarni o'z ichiga oladi:



Yo'naltiruvchi masala. Har bir loyiha ishi yo'naltiruvchi yoki muammoli

topshiriq bilan boshlanadi. Mazkur masala real-hayotiy bo‘lib, talabalarni chuqur tadqiqotga qamrab oladi. Bunda o‘qituvchi topshiriqlar talabalarga mos bo‘lgan autentik vaziyatga asoslanishiga alohida e‘tibor berishi lozim.

Loyihani tashkillashtirish. Mazkur bosqichda o‘qituvchi talabalar loyihani bajarishi davomida duch kelishi mumkin bo‘lgan o‘quv dasturining mazmuni bilan bog‘liq talab va me‘yorlarni aniqlab oladi va talabalarni rejalashtirish jarayoniga jalb etadi. Bunda loyihalarning o‘quv dasturiga markaziylik tamoyili yuzaga chiqadi.

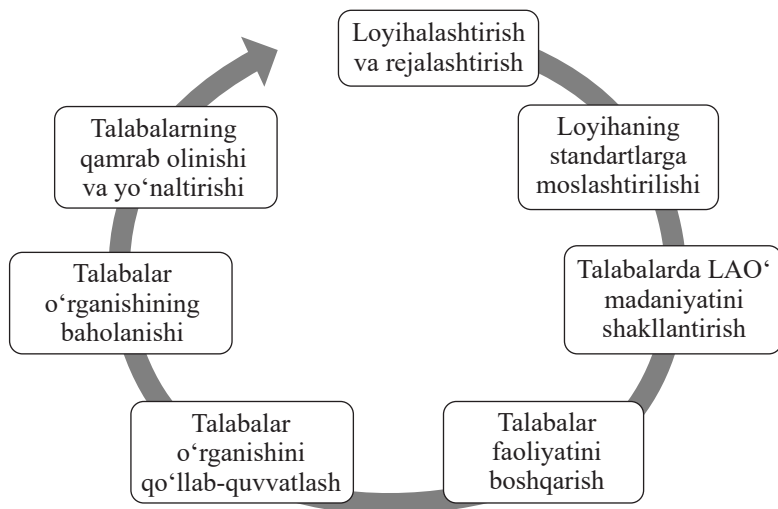
Vaqtni rejalashtirish. Bu bosqichda loyihani amalga oshirish jadvali ishlab chiqiladi. Loyihaning tarkibiy qismlari uchun tegishli vaqt oraliqlari belgilab olinadi. Loyihaning ko‘lamidan kelib chiqqan holda umumiy loyiha uchun munosib muddat o‘qituvchi tomonidan ko‘rsatiladi.

Monitoring qilish. Mazkur bosqichda talablarning loyiha ustida ish olib borish jarayoni nazorat qilinadi. Bunda o‘qituvchining talabalarga guruh a‘zolari o‘rtasidagi o‘zaro hamkorlik va muloqotning ahamiyatini singdirib borishi muhim o‘rin tutadi. O‘qituvchi loyiha jadvali orqali loyihaning amalga oshirish jarayonini tekshirib boradi.

Loyiha natijasini baholash. Bu bosqichda o‘qituvchi tomonidan loyihaning natijasi, mahsuloti bilan bog‘liq diagnostik mulohazalar beriladi. Bu talabalarga o‘z loyihalarini yanada samarali loyihalash imkonini beradi.

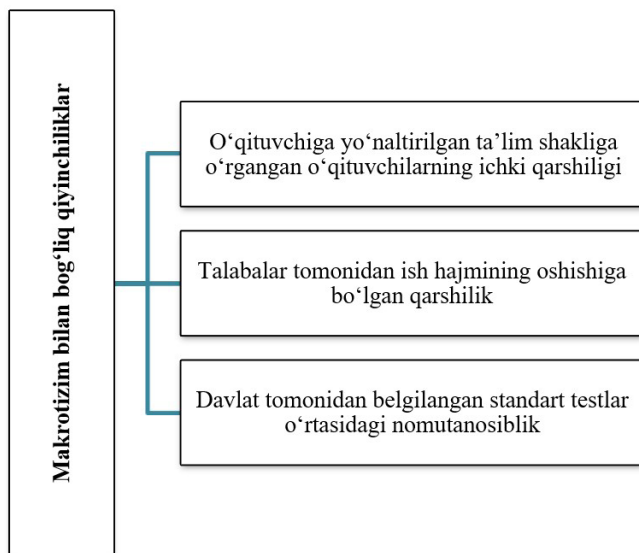
Tajribani baholash va refleksiya. O‘qituvchi talabalarining chiqishlarini baholashda loyihaning autentikligi va mazmundorligini o‘lchash uchun maxsus rubrikalardan foydalanadi. Baholanish bosqichidan so‘ng talabalar bajarilgan loyiha ishi ustida refleksiya qilishadi. Bunda talabalar o‘z loyihalarini ishlab chiqish va jamoa sifatida uni qanday takomillashtirishga oid tajribalari bilan bo‘lishishadi.

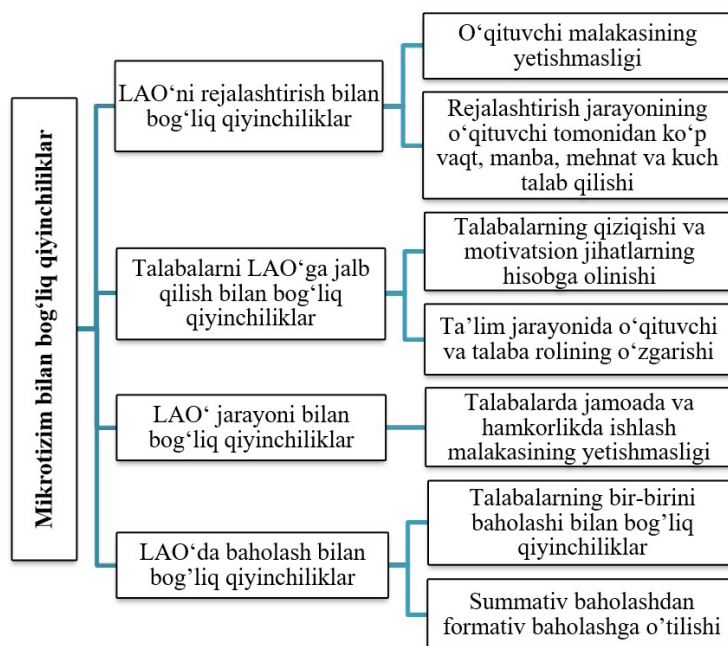
Bak ta‘lim instituti o‘qituvchilarga o‘quv mashg‘ulotlarida loyiha asosida o‘qitishdan samarali foydalanishda ko‘maklashish uchun tashkil etilgan notijorat tashkilot bo‘lib, bugunga qadar sohaga oid qator salmoqli ishlarni amalga oshirib kelmoqda. Ushbu tashkilot “LAO‘ning Oltin Standarti”ni ishlab chiqqan va u o‘quv loyihalarini tashkillashtirishning asosiy elementlarini o‘zida aks etadi.



LAO' interaktiv o'quv muhiti ta'minlangan sharoitdagina samarali natija beradi. Shaxsga yo'naltirilgan ushbu yondashuv passiv roldagi talabalarga tayyor bilimlarni berish emas, faol o'rganish, talabalarning o'zaro ta'siriga urg'u berishga qaratilgan konstruktiv ta'lim shaklidir. Shu sababli o'qituvchilar loyiha ishini tashkil etishdan oldin talabalarning imkoniyatlarini munosib baholay olishlari va shunga mos sharoit yarata olishlari kerak. Qator sohaga oid qo'llanma mualliflari ham o'qituvchi talabalarni loyiha asosida ishlashga asta-sekinlik bilan, turli usullar orqali tayyorlab borishi kerak, degan fikrni ilgari suradilar [Patton A., 2012; 17]. B.Oakley, R.Brent va boshqalar jamoada ishlashning yuqori darajalarini tashkil etuvchi ko'nikmalar bevosita rivojlantirilishi kerak, aks holda hamkorlikda o'rganishga asoslanuvchi o'qitish shaklida bu talabalar tomonidan noqulaylik va noroziliklarga sabab bo'ladi, deb ta'kidlaydilar [Oakley B., Felder R.M., Brent R., 2004; 30]. Vaqtni boshqarish, nizolarni hal etish, loyihani boshqarish va muloqot ko'nikmalari kabi loyiha ustida ishlash jarayonida zarur bo'lgan malakalarni qo'llash bo'yicha talabalarda oldindan ko'nikma hosil qilib borish kerak. Bunda o'qituvchi o'z-o'ziga "Talabalar jamoada ishlay oladimi?", "Izlanish olib bora oladimi?", "Tinglovchilar oldida taqdimot qila oladimi?", "Ochiq javobga ega savol va masalalar ustida ishlash yoki muammolarni hal etish bilan bog'liq tajribaga egami?", "Rejalashtirish, tashkillashtirish, tanqidiy va tahliliy muhokama qilish jarayonlarini o'z ichiga oluvchi uzoq muddatli murakkab vazifa ustida avval ham ish olib borganmi?", "Ular internet va boshqa manbalardan masalaga oid ma'lumotlarni qanday izlashni biladimi?", "Baholash mezonlari haqida tushunchaga egami?" kabi savollarni berishi lozim.

Ilmiy adabiyotlarni o'rganish, darslarni tahlil qilish jarayonida shu narsa ko'rindiki, o'qituvchi-talabalar mazkur yondashuvning samaradorligi haqida qanchalik nazariy bilim va tushunchaga ega bo'lishmasin, ta'lim jarayonida, shu jumladan, chet tillarini o'qitish jarayonida mazkur yondashuvdan foydalanishda bir qator to'siq va qiyinchiliklarga duch kelmoqdalar. Mazkur qiyinchilik va to'siqlarni LAO'da makrotizim bilan bog'liq va mikrotizim bilan bog'liq qiyinchiliklarga ajratish mumkin.





Loyiha asosida o'qitishni o'quv mashg'ulotlarida metodik jihatdan tashkil etishga bag'ishlangan ilmiy ishlar, adabiyotlar, qo'llanmalarni o'rganib chiqish natijasida bakalavr bosqichi talabalariga ingliz tili mashg'ulotlarida amaliyotga joriy qilinishi tavsiya qilinadigan loyiha asosida o'qitish tizimini ishlab chiqish va tashkil qilishda quyidagi xalqaro qabul qilingan tamoyillar va mezonlarga tayanish maqsadga muvofiq, deb hisoblaymiz.

O'qitishning asosiy maqsadi, asosiy bilim va ko'nikmalarning qamrab olinganligi	Loyiha ishi talabalarda akademik fan sohalari va standartlarda belgilangan maxsus bilim, malaka va ko'nikmalar bilan bog'liq maqsadlarni ro'yobga chiqarishga qaratilgan bo'lishi.
Savol yoki muammoning murakkabligi	Loyiha ishining muayyan murakkablik darajasidagi markaziy savol yoki muammoga qaratilganligi. Loyiha ishidagi yo'naltiruvchi savol quyidagi xususiyatlarga egaligi: ochiq, birdan ortiq bajarish yo'nalishlariga egaligi; talabalar uchun tushunarli va qiziqarli bo'lishi; ta'lim maqsadlari bilan bog'liq bo'lib, uni bajarishda talabalarining belgilangan bilim, malaka va ko'nikmalarni egallashiga qaratilganligi.
Talabalarda uzoq muddatli izlanuvchanlikning ta'minlanishi	Bunda talabalar savollar tuzishadi, ma'lumotlar yig'ishadi va tahlil qilishadi, yechim/qarorlar ishlab chiqishadi va uni baholashadi, javob/yechim uchun dalillar yig'ishadi va keyingi savollarni ishlab chiqishadi. Izlanuvchanlik talabalar loyiha ishi davomida tuzgan savollar asosida rag'batlantirib boriladi.
Autentikligi	Loyiha ishi autentik kontekstiga ega bo'lib, real- hayotiy topshiriqlar, vosita va sifat standartlarini o'z ichiga oladi va talabalarining shaxsiy muammo, manfaat va shaxsiy xususiyatlarini aks ettiradi.

Talabalarning o'z ovoz va tanloviga ega ekanligi	Muhim masalalar (tadqiq qilinadigan mavzular, so'raladigan savollar, foydalaniladigan manbalar, birga ishlaydigan sheriklar, yaratiladigan mahsulot, vazifalarni, vaqtni taqsimlash) bo'yicha talabalarning o'z so'zini aytish va o'z tanlovlarini qilish imkoniyatiga egaligi. Talabalarning o'qituvchidan mustaqil ravishda yoki uning rahbarligi ostida ishlash va muhim javobgarlikni o'z zimmasiga olish imkoniyatiga egaligi.
Refleksiya	Talabalarga loyiha ishi davomida va uning nihoyasida loyiha ishining dizayni, boshqaruvi, nimani va qanday o'rganganliklari bilan bog'liq mulohazali va har tomonlama refleksiya qilish imkoniyatining yaratilganligi.
Tahlil va qayta ko'rib chiqish	Talabalarning muntazam va tizimli ravishda mahsulotlarining sifati, jarayondagi ishi to'g'risida boshqa talabalar, o'qituvchi va sinfdan tashqari boshqa kishilardan fikr qabul qilish va berish imkoniyati bilan ta'minlanganligi. Talabalarning o'z ishlari haqidagi fikrlardan uni qayta ko'rib chiqish va yaxshilash uchun foydalanishlari.
Yakuniy natijaning taqdim etilishi	Talabalar tomonidan ishlangan yakuniy mahsulotning taqdimot, ko'rsatish, taklif qilish orqali sinf va sinfdan tashqaridagilarga namoyish etilishi. Talabalardan ular tomonidan amalga oshirilgan tanlovning sabablari, fikr-mulohazalari, ularning izlanuvchanlik jarayoni, qanday ishlaganliklari, nimani o'rganganliklari so'raladi.

XULOSA

Loyiha asosida o'qitishni bugungi kunda chet tilini o'qitishda asosiy yo'nalishlar sifatida qaralayotgan kommunikativ, shaxsga yo'naltirilgan va kompetentlik yondashuvlarining maqsadlarini o'zida to'la aks ettiruvchi o'qitish shakli sifatida izohlash mumkin. Ta'lim jarayonida loyiha asosida o'qitishning ta'lim jarayoniga ijobiy ta'sir etuvchi bir qancha jihatlari, jumladan, talabalarda akademik yutuqlarning o'sishi, o'quv jarayoniga qiziqish, o'quv motivatsiyasining va o'quv jarayonidan zavqlanishning oshishi, talabalarning o'quv jarayoniga qamrab olinishining o'sishi, egallangan bilim va tushunchalarni esda saqlab qolish va qo'llashning yuqorilashi, talabalar o'rtasida davomatning yaxshilanishi, talabalarning o'z-o'ziga bo'lgan ishonchi, o'quv jarayonidagi avtonomiyasining oshishi kabilar tadqiqotlar jarayonida o'zining amaliy isbotini topgan bo'lishga qaramasdan, chet tilini o'qitish jarayonida mazkur yondashuvdan foydalanishga qaratilgan ilmiy izlanishlar ko'lamini yetarli va tizimli deb bo'lmaydi. Bizning fikrimizcha, loyiha asosida o'qitish chet tilidagi nutq faoliyat turlarini autentik sharoitda egallash uchun qulay imkoniyatlarni yaratish bilan birga, XXI asr mutaxassilari uchun dolzarb hisoblanayotgan soft skilz turlarini ham rivojlantirishda o'ziga xos potensialga ega. Zero, har bir loyiha ishi real ish muhitining modelini o'zida aks ettiradi. Biroq ta'limda ko'zlangan natijalarga erishish

yondashuvdan foydalanishning amaliy bosqichlari, me'yorlari bilan birga yuzaga kelishi muqarrar bo'lgan muammo va qiyinchiliklarga oldindan tayyorgarlik ko'rish, uni bartaraf etish choralari topishni taqozo qiladi. Bunda bir jihat talabani mazkur jarayonga olib kirishga tayyorlash bo'lsa, keyingi jihat o'qituvchining roli bilan bog'liq (ta'lim jarayonining asosiy boshqaruvchisi roldan fasilitator roliga o'tishi) ta'limning an'anaviy boshqarish usulidan uzoqlashishni ifoda etadi.

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