ТИЛ ЎРГАТИШ ТЕХНОЛОГИЯЛАРИ

PROJECT METHOD IN DEVELOPMENT OF STUDENT'S PRACTICAL SKILLS AT NON-ACADEMIC HOURS OF THE ENGLISH LANGUAGE

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Abstract

The article contains an overview of the experience acquired by the Foreign Languages Department of the Tashkent Pediatrician Medical Institute in Uzbekistan in the process of organizing non-academic hours which represents important part of the process of teaching English in higher school. The article covers the essence of non-academic hours, their aim, structure and teaching materials in particular project method as one of the effective interactive methods of teaching English language.

Keywords: non-academic hours; project method; medical institute; practical skills; interactive; English language.

ИНГЛИЗ ТИЛИ ФАКУЛЬТАТИВ МАШҒУЛОТЛАРИДА ТАЛАБАЛАРНИНГ АМАЛИЙ КЎНИКМАЛАРИНИ ШАКЛЛАНТИРИШДА ЛОЙИҲА МЕТОДИ

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Мақолада Тошкент педиатрия тиббиёт институти чет тиллар кафедраси базасида ўтказиладиган факультатив машғулотларда эксперимент тарзда қўлланилган ўқитишнинг лойиҳа услуби ҳақида қисқа шарҳ келтирилган. Муаллиф интерфаол ўқитиш усулларидан бири бўлган лойиҳа методининг инглиз тили факультатив машғулотларида қўлланилишининг аҳамияти ва мақсадга мувофиқлиги ҳақида ўз хулосаларини берган.

Калит сўзлар: факультатив машғулотлар; лойиҳа услуби; тиббиёт институти; интерфаол ўқитиш усуллари; инглиз тили.

ПРОЕКТНЫЙ МЕТОД В РАЗРАБОТКЕ ПРАКТИЧЕСКИХ НАВЫКОВ СТУДЕНТА НА ФАКУЛЬТАТИВНЫХ ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация

В статье приводится краткий обзор проведенного эксперимента по использованию проектного метода обучения на факультативных занятиях английского языка на базе кафедры иностранных языков Ташкентского педиатрического медицинского института. В статье показаны значение, целесообразность применения одного из интерактивных методов обучения на факультативных занятиях английского языка.

Ключевые слова: факультативные занятия; метод проектов; медицинский институт; развитие практических навыков; интерактивные методы обучения; английский язык.

Introduction. Before to study of importance of non-academic hours on English language at first we should introduce with the concept ''non-academic hour''. It is optional class, which is structured only for special aims of the students (school, college, high schools), for ones, who are interested in deep studying of English language and development of practical skills. Therefore non-academic hour by concept is closer to the circles, study groups than traditional and obligatory academic hour of high schools. The development of practical skills at students in non-academic hours is one of the main aims of the program of teaching English language in high schools. The practical skills such as to get additional information, to deep study of the English are rarely developed in academic hours. The non-academic hours of English language give more options and possibilities for students to practice skills of English language by means of interactive methods and model games. Actually, the students, that interested in study of English language participate non-academic hours of English decreases the formation of ballast such as study of English against will. However, non-academic hours of English language are provided by teachers of high qualification, than teacher of academic program. **The aim** of research work of non-academic hours in the department of foreign languages inTashPMI is fixation and development of before acquired knowledge and practical skills of English language in written and oral types of communication. Therefore teachers of non-academic hours of English language are focused on specificities of future profession of students and relevant to the needs and demands of modern society. The study of English language in non-academic hours is creative process that requires variability of study material, to practice such piratical skills as investigation and activation at students. The printable material should have well-known grammar structures and filled with rich vocabulary according to the specialty of students. In addition the problem situations for conversations, debates and role games should be organized in the non-academic hours of English language. The cliché dialogues and situation-oriented lexicon should be included in printable material for students. The monologue and dialogue speech skills are practiced as main direction of working with students in non-academic hours of English. The development skills and practice of listening is realized in representation of audio and video materials. Practically all optional classes are organized with communicative practice and listening of audio texts and each grammar rule is worked up in exercises and tests. As rule, the non-academic hours of English language have friendly atmosphere and takes less administrative nature than academic ones.

The students, participating non-academic hours of English language have strong motivation as practice of English language is demand of modern society in conditions of globalization. Therefore organization of non-academic hours of

English language in account of development of practical skills by effective interactive methods of teaching is important task of teaching program of any non-linguistic institutions.

Methods. As one the effective methods of teaching English language in non-academic hours is project method. The realizaion of project method in non-academic hours of English language of non-linguistic faculties is determined by a number of factors. According to the strategy of modernization of education, system of assessment of academic results of student is ''development of practical skills of the got knowledge for realization practical-informative, value-oriented and communicative problems'' (Piskiy, 2001). Therefore students should acquire a number of key competencies, in particular self-informative activity, based on studying of realization of the got practical skills. Also, we should take into account a level of English at students of non-linguistic institutes. According to the above-mentioned factors, we put an aim of our investigation: to develop practical skills of English language by project method as mean of communication in the vocational and scientific-informative spheres. .

It is necessary to note that a significant prior elaboration should be organized for project method realization in non-academic hours of English language, as majority of students has not practical skills.

Hence of experience in project method realization it will be reasonable to start gradual integration of some keys of project education, staged interaction and development of practical skills of English language.

There are various classifications of projects, for instance typology of projects on typological signs was well described by E.S.Polat. Therefore we could sort out 6 basic ones that help us to develop practical skills of English language:

1. on activity type (research, informative, role)
2. on subject and contents
3. on coordination of project
4. on nature of contacts
5. on number of participants
6. on duration of project (short, long-term)(Polat 3–1pp.)

As a rule, the method of project in non-academic hours of English language is started with informative internal group short-term mono-project. Henceforth research inter-subject direct internal group project should be used as control of the got material.

The method of project work staged in 4 levels:

1. Planning (group discussion of the problem, dividing on sub-themes and terms of working out)
2. Search and analysis of information

3. Generalization of the got information

4. Presentation (in forms of reports, graphics, photos, thesis)

The project method helps to activate mental processes of students (attention, memory, imagination, thinking), promote to realize practical skills of English language in such areas as speaking, listening, writing and reading.

The project method is based on personal-activity access, that promotes development and improvement of practical skills of English language in individual types of work.
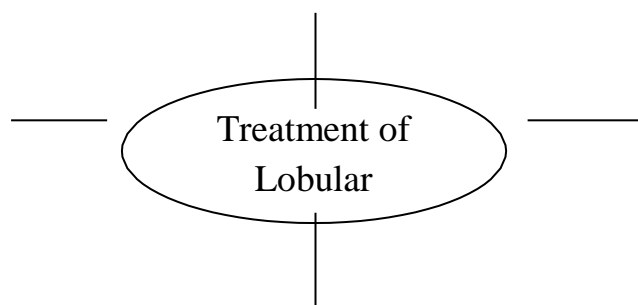
Object. A project method as experiment of our research work was used in non-academic hours on English practical course for III course students of Tashkent Pediatric Medical Institute. There were represented the following themes: ''Examination of the Patient'', ''Gerund''

Here is an example of one of non-academic hour of English, where we can see the effective realization of project method in development of practical skills at students.

Teacher divides students in three mini-groups and give each one a theme for project. The first group has a task to represent a project under the name "Treatment of lobular pneumonia" .

The second group of students should prepare project under the name "Time and dosage of treatment" And at last, the third group prepares a project under the name "Favourable outcome and possible complications"

After representation of all three projects and discussion of basic issues, teacher prepares control assessment of the presented information in projects at students. The method of cluster is used in this class as one of the effective methods of repetition and assessment of the got information.

Treatment of Lobular

Printable material (lexicon)

1. **-ment:** develop, improve, accompany, enlarge, impair
2. **- ness:** dull, clear, complete, breathless, ill
3. **- ance (-ence):** appear, enter, exist, occur, persist

2.To find out tense and voice of the verb. Translate the sentences.

1. Although the patient had been receiving the injections of streptomycin for several days she showed a little improvement.

2. The red blood cell count has been gradually returning to normal as the patient is being given blood transfusions.

3. My friend will have been living in Moscow for a month when I come there.

Tests

Choose the right variant:

1. The patient … administered a 2 gr dose of norsulphazol on the fisrt day of the disease
  a) has been
  b) is
  c) was

2. Point out the basic drug which the patient took during the course of treatment
  a) Norsulphazol
  b) Codein
  c) Luminal

3. Streptomycin was taken by the patient during …
  a) 8 days
  b) 2 days
  c) 1 week

4. Bromide is a drug for improvement
  a) Mentality
  b) Nervous system
  c) Blood circulation

5. The patient was allowed to walk when..
  a) At normal temperature
  b) At normal condition of nervous system
  c) At relieving of chest pains

Results. On this evidence of experiment we have observed that project method gives a possibility to increase time of oral speech practice and gives conditions for creativity and development of active practical skills of English

language. Despite that studying is individual process, it can be organized in such way that students would like to study in groups in integral control, inter-help and exchange of information. Moreover the less confident students can adapt to free and easy atmosphere, not being afraid of direct critic from teachers. As being one of active method of teaching, the project method has competition features, increases motivation to study, forms a sense of responsibility at students.

Conclusion. A project method as one of the most effective and adequate teaching methods in the modern conditions serves as a source of information on discs, flash cards that often is used by students. As a rule search as analysis of information is also is a duty of student, not teacher. Therefore the given method represents not a final result, but a process of realization of the put goal.

In the process of experiment we have revealed that realization of project method in non-academic hours of English language decreases auditory load at teachers also decreases a number of students that did not get credit for the course.

On this evidence of the got results we can conclude about efficiency of project method in non-academic hours in institutions with other interactive methods of teaching.

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