



KEY CHALLENGES IN IMPLEMENTING PROJECT METHOD IN PRIMARY SCHOOL

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Abstract. For many years, the goal of school education has been to master the system of knowledge that forms the basis of science, so the memory of students is overloaded with numerous facts, names, and concepts. In the new education system, a smart, experienced teacher not only makes the child learn the rules and exceptions, but also teaches them to think, draw conclusions, compare and apply new knowledge. The project method allows for the formation of many skills, individualizes the learning process, becomes a powerful tool in the hands of a skilled teacher, but the idea of project work is often destroyed in modern school practice. The project method allows students to organize their collective work, which can become one of the ways to improve their communicative competence. Well-organized project activities in elementary school allow students to reach different levels of work in groups, where each student in the group can be a consultant for a classmate or friend in a project or research activity.

In the new education system, a knowledgeable and experienced teacher not only guides students in learning rules and exceptions but also teaches them to think, draw conclusions, compare, and apply new knowledge. Therefore, the project method should be one of the methods envisaged for the formation of essential competencies in primary school. In my opinion, primary school students do not yet possess the necessary skills to fully complete an educational project.

The project method allows for the development of various skills, individualizes the learning process, and turns a skilled teacher into a powerful tool. However, in modern school practice, the idea of a project often fails. Projects are often referred to as work forms that are independently carried out on computers, such as messages, reports, essays, or assignments. Such assignments do not contribute to the formation of new competencies; instead, they lead to the accumulation of knowledge that does not contribute to the development of the child's personality or make their educational activities more meaningful.

The passive perception determines what is objectively present and is determined to exist, while the human does not specialize in distinguishing what is perceived and obscure. Comprehensive understanding in elementary school is mostly possible only under the guidance of a teacher.

Keywords: project, students, research, experience, skill, goal

For many years, the primary goal of school education has been to impart the knowledge system that forms the basis of sciences, leading to an overload of students' memory with a multitude of facts, names, and concepts. Research has shown that graduates of secondary schools often outperform their peers from other countries in terms of factual knowledge. Upper-class students excel brightly in tasks of a reproductive nature that reflect the acquisition of subjects, knowledge, and skills, approaching their tasks with greater productivity. It is necessary to execute assignments that present knowledge in practical, non-standardized formats, applicable to real-life situations or requiring the analysis and interpretation of information to formulate a certain outcome or name the results.

In the new education system, intelligent and experienced teachers not only guide students in learning rules and exceptions but also teach them to think, deduce, compare, and apply new knowledge. The project method should be one of the methods envisaged for the formation of essential competencies in primary school. In my opinion, primary school students do not yet possess the necessary skills to complete the educational project fully.

The project method allows for the development of various skills, streamlining the learning process, empowering the skilled teacher, but in modern school practices, the idea of a project often goes awry. Projects are often referred to as independent messages, reports, essays, or assignments performed on computers.

Let's consider the main conflicts encountered in design work by young students.

The majority of errors in project activities occur as a result of a disruption in the sequence of actions or the exclusion of certain elements of the task. Therefore, it is essential to classify the stages of work on the project as follows:

Selection of the project topic.

Statement and analysis of the problem.

Proposing solutions to the problem and planning activities for the implementation of the project. (Formation of groups. Stage-by-stage planning of work)

Collection and structuring of information. Preparation of the project folder (portfolio).

Production and design of the product.

Selection of the presentation format and its preparation.

Presentation.

Reflection.

Of course, if a separate lesson is allocated for a project, only mini-projects can be implemented, but reducing the time spent on certain stages is not only by avoiding certain stages but also by selecting easier-to-solve problems. Some stages of certain projects may be completed within one or two minutes (for example, a young student may demonstrate their level of completing their assignment as a specific benchmark, such as the sun in a special measure),

At each stage of the project, it is essential to familiarize students with the entire spectrum of possible solutions, so the teacher controls and guides the work of the group and individual participants. If the teacher does not help students see the problem, support their efforts, and suggest possible ways to solve it, work on the project will not progress.

Of course, implementing a project at home is inevitable. Social networks are full of similar content from parents: "My daughter is in the 4th grade, we are preparing a project on 'Fashion,' but we are stuck on the purpose and objectives of the project, where should we start!!!"

If the project is turned into a home assignment, students are initially placed in unequal conditions. The teacher cannot correct the children's work, nor is there a need to discuss the evaluation of their activities. Skill formation occurs spontaneously, and often, the project method, intended for a comprehensive understanding, turns into a simple collection of information.

Project activities cover the independent work of the student organized by the teacher to solve a problem significant to them. It is not easy to find such a "significant problem" for a 6-year-old child.

In practice, there are projects that would have been called reports, messages, or essays 20 years ago. Children write texts accompanied by their drawings, photos, or pictures from the Internet on various formats of paper. An assignment might be: "Prepare a project about any animal at home." This approach has been observed to replace project activities with reporting. Let us differentiate between these two types of work: "Presentation is a speech genre, a detailed report on a specific topic, where there are new scientific facts for the audience" (Ladidjenskaya, 2013: p. 125).

The primary school student does not determine the purpose of their work; the teacher determines it. The improperly organized first stage of project planning distorts all subsequent activities: "The task of imagining something that does not yet exist but must emerge as a result of our activity is always relevant during the planning process. This could be some event or object; the main thing is to imagine what it is and what role it plays for us. Therefore, if the purpose and stages of action towards it are not clearly defined, and if we cannot change anything, the meaning of the design is lost. We can schedule our steps, make an action plan, but we will not be able to implement the project." The project can only be successful if each participant clearly understands the purpose of the work. It should be recorded in writing, either individually or in groups. The precise formulation of

the purpose will enable the teacher and the student to properly assess the results during the interim and final examinations.

The next step should be to prepare solutions to the problem and plan activities for the implementation of the project. If projects are implemented by children at home, parents propose solutions and plan activities. In this case, the child usually does not learn new information but rather puts already known information on paper. The situation is complicated by the availability of any information on the Internet, leading to "the baseless postulation of scientific principles hindering the formation of critical thinking based on the hypothetical-deductive model of perception" (Bershatsky, 2004: p. 153).

It is clear that such tasks do not contribute to the formation of new competencies; they collect knowledge that does not contribute to the development of the student's personality or make their educational activities more meaningful. The child does not come to a new understanding because "the organization of the process of perception must distinguish between two personal forms: broad (trying to understand, trying to determine reality as accurately as possible) and passive (trying to understand, trying to determine). the reality level necessary for solving the problem)." Broad comprehension in elementary school, and most often in secondary school, is only possible under the guidance of a teacher.

M.E. Bershatsky writes, "the formulation of tasks should be included in the content of education. However, children inevitably encounter the problem of perceiving information, which cannot be associated with already known knowledge through logical intellectual operations" (Bershatsky: 2004, p. 153). Only adults can help a child understand the received information truly, and this can only happen in dialogue because "the processes of understanding are not reduced to the application of predetermined rules to process information" (Bruner: 2006, p. 20).

Proposing an algorithm is also impractical; the child themselves can determine whether they understand the received information. Equipping modern schools with the latest technology will not help children comprehend educational information – only during the free discussion of proposed solutions can they reach a new level of understanding. Scholars emphasize the fundamental importance of this point, stating that "there is no standard procedure that will ever eliminate the fundamental inconsistency between the processes of meaning enactment and information processing." The teacher-led discussion becomes the standard for the search for meaning and the true understanding of information obtained.

The application of the project method requires special subtlety, spiritual refinement, general scientific preparation, and non-standard thinking ability from the teacher. The renowned Canadian scholar, an influential figure in educational reforms, Michael Fullan, sees the causes of modern school

problems in teacher training, which does not prepare them for the realities of school (Fullan: 2006, p.114).

The use of ICT (Information and Communication Technology) as a means of forming primary school students has been chosen by many elementary class teachers since the academic year 2012/2013. They have become familiar with the features of working with photos, cartoons, and have mastered several programs, learning to create electronic crosswords and tests.

Certainly, new technical tools open up new opportunities for the teacher to make the lesson more lively and interesting. But are such tools, in themselves, a means of increasing the effectiveness of the lesson? A project cannot be considered successful just because a child completes a task on the computer independently. However, often the work of 1st to 4th grade students on the computer turns into mechanical repetition of the teacher's instructions. Working effectively with modern teaching tools is impossible without the necessary preparation, skills, and knowledge of the teacher, which requires continuous self-improvement. At the same time, the teacher must take on several responsibilities. For example:

- an enthusiast who inspires and guides towards the goal;
- a specialist in several areas;
- a consultant providing access to various sources of information;
- a leader enhancing students' organizational skills;
- a facilitator of discussions enabling the identification of existing errors;
- a coordinator of group work;
- an expert analyzing the results and progress of work.

The project method allows students to organize collective work, which can be turned into one of the ways to increase their communicative skills.

A necessary step in working on a project is the assessment of the results of the work. I also want to emphasize that the mark given by the teacher, which is understood or incomprehensible to the child, is not a sign, but an evaluation of the student's or group's activity, helping them identify errors and difficulties and effectively plan their future work.

Thus, well-organized project activities in elementary school allow students to achieve different levels of work in groups, during which each project or research activity in the group, a student can be a consultant for a classmate or friend.

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