

Group Project Activity as a Means of Developing the Management Methodological Skills of a Future Teacher of a Foreign Language

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ABSTRACT

The article presents the project activities of the group as a tool for the development of managerial methodological skills of the future teacher of a foreign language, sets out theoretical views.

KEYWORDS: *project activities, managerial methodological skills, foreign language, learning opportunities*

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INTRODUCTION

The modern educational policy of the state, reflected in the main regulatory and organizational documents (Resolution of the President of Uzbekistan Shavkat Mirziyoyev dated April 29, 2019 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030"), is based on the principles of freedom and pluralism, democratic the nature of the management of the educational process, ensuring the personal involvement of each participant in this process, the cognitive activity of students [1]. Nevertheless, practice shows that the relationship between teacher and students in the traditional education system is realized from subject-object positions, which is expressed in the teacher's use of mainly reproductive methods and a frontal form of teaching, which do not require special efforts from him in terms of organization, but at the same time, they lead to passivity and lack of initiative in students [2].

The prevalence of reproductive methods and the frontal form in teaching foreign languages does not

allow students to form communicative competence at a level that would allow them to fully communicate in the target language.

LITERATURE ANALYSIS AND METHODOLOGY

The use of active methods and group form in teaching foreign languages, allowing to form the communicative competence of students at the desired level, is not popular due to the difficulties associated with management. In order to effectively manage the active group educational activities of students, a teacher of a foreign language needs to learn how to carry out certain managerial functions allocated in the management structure from the point of view of management theory, pedagogical and methodological management [3].

The issues of forming the professional competence of future specialists in teaching foreign languages are reflected in the works of Uzbek researchers A. Makhmudov (2012), S. Musinov, M. Ochilov, N. Ochilov (2014), M. Iriskulov (2014) other [4].

The effectiveness of the work of a foreign language teacher largely depends on the ability to correctly apply methods and techniques of teaching their subject from the point of view of science and a specific professional and pedagogical situation. For a modern teacher to effectively use active methods and group forms of education in his professional activity, it is necessary to learn how to manage the activities of students from the position of subject-subject relations, allowing to transfer this management to the level of co-management and self-government. The analysis of scientific literature has shown that the fundamentals of methodological management, i.e. management of the process of teaching a specific subject (including teaching a foreign language - K. B. Esipovich, M. K. Kolkova) are developed from the perspective of subject-object relations, in which the student is considered as an object of management. In our opinion, such relationships are suitable for the use of reproductive teaching methods. But in order to form the communicative competence of students, a foreign language teacher must also use active methods and a group form of teaching, the effectiveness of which is ensured by subject-subject relations. The mechanism of subject-subject relations, based on the dialogue between the teacher and the student as equal partners with common goals in the educational process, is currently presented in the works of V. A. Sitarov, V. G. Maralov, E. K. Krolevetskaya, but is not yet the subject of study in the course of professional and pedagogical training of students. Active methods of teaching foreign languages, analyzed in the works of V. V. Kopylova, E. S. Polat, V. Alan, D. L. FriedBooth, R. Ribe, N. Vidal, are given time in the process of training future teachers. However, the group form of teaching foreign languages does not always deserve due attention, although there are works reflecting different aspects of this form of teaching a foreign language (M. Bloor, D. N. Brown, J. Harmer, M. J. St John, A. Scharle, A. Szabo) [5].

DISCUSSION

The main goal of professional training of a future teacher within the competence approach is the formation of his professional competence.

In order for a foreign language teacher to be able to effectively implement management functions, he must have developed appropriate managerial skills. In the case of methodical management, we will talk about the managerial methodological skills of the teacher, which are part of the managerial competence of the teacher along with managerial general pedagogical skills (manifested in the teacher, for example, in extracurricular work with students). In this regard, under the managerial methodological

ability of a foreign language teacher, we understand the ability to effectively apply the methods and techniques necessary for the implementation of the corresponding managerial function in the management cycle of the process of teaching a foreign language. The development of each managerial methodological skill is based on obtaining appropriate theoretical knowledge in the field of methodological management and can reach the level of competence only through personal professional experience, through professional context. Consequently, the process of developing managerial methodological skills should include theoretical, practical and professional-contextual stages.

New conditions of professional activity of a teacher, such as the tightening of the requirements of society and the state in terms of the quality of the results obtained, have led to a revision of both the general methodology and specific teaching methods and techniques. At the present stage of development of the state and society, the following requirements are imposed on the methods of teaching a foreign language: to create a comfortable learning atmosphere; to stimulate interest and desire to learn; to involve feelings, emotions, sensations in the educational process; to take into account the needs and provide a variety of methods and forms of learning; to activate the activities of students; to make the students themselves an active actor, etc [6].

As a means of developing the managerial methodological skills of a future foreign language teacher from the perspective of subject-subject relations, we have chosen group project activity, by which we mean the activity of a group of students aimed at implementing joint ideas and aimed at cognition and creative transformation of the surrounding world, other people and ourselves with the obligatory creation of a joint and meaningful product. When teaching foreign languages, project activities involve such types of tasks that are aimed not only at developing skills and abilities in a specific subject, but also at developing the student's personality through the experience of learning a foreign language (R. Ribe, N. Vidal). The group form of project activity in teaching a foreign language is a means of creating a real situation of communication in the language being studied at all stages of project management. However, inefficient management of such activities leads to the fact that this active method of learning is losing its popularity.

The main features of group project activity as a means of developing managerial methodological skills of a future foreign language teacher are manufacturability, strict time frames, integrity,

orderliness, transparency, mandatory achievement of results, availability of a joint product in the language being studied and analysis of the process of its creation, availability of evaluation, monitoring and analytical tools. Having learned how to manage group learning projects, students will be able to manage any active group learning activity, by which we mean the joint activity of a group of students organized by a teacher to achieve a specific learning goal, based on the needs and interests of students and stimulating their initiative.

The methodology of developing managerial methodological skills of a future foreign language teacher in group project activities aims to develop the following groups of managerial methodological skills in future foreign language teachers, allowing them to implement managerial functions from the perspective of subject-subject relations:

- motivation for active group learning activities;
- organization of work in groups;
- joint planning of active group learning activities;
- organization of students' work with information;
- control and correction of active group learning activities;
- organization of reflexive analysis by students of their own learning activities and its results.

RESULTS

For the development of future teachers of a foreign language group of managerial methodological skills of motivation for active group learning activities, the teacher needs to identify a significant problem based on the needs of students; formulate an attractive and achievable goal of group project activity as a whole; to interest students in the process of solving the problem.

To develop the skills of organizing work in groups in group project activities, the teacher must to carry out the division into project groups; organize the distribution of responsibilities among the members of the project teams;

to unite project groups into a team of like-minded people.

CONCLUSION

Thus, in general, it can be argued that the methodology of developing managerial methodological skills of a future foreign language teacher in group project activities really allows future foreign language teachers to develop managerial methodological skills from the perspective of subject-subject relations to implement effective cyclical management of active group learning activities when teaching a foreign language both in the classroom and outside it.

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