

## **MECHANISMS OF DEVELOPMENT OF STUDENTS' MOTIVES FOR INDEPENDENT LEARNING BY MEANS OF PROJECT EDUCATIONAL TECHNOLOGY**

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**Annotation:** In this article, the mechanisms of developing students' motivation for independent learning by means of project education technology, the theoretical foundations of project activity as one of the innovative pedagogical technologies, the goals and objectives of project activity, the types of projects, the progress of work on the project, and the content of the project are considered.

**Keywords:** educational technology, independent learning, development mechanisms, project activities, theoretical foundations, goals and objectives, types of projects.

### **Introduction**

Currently, the project method has become very popular. First of all, this is due to the existence of crisis events in all spheres of society's life, including the sphere of education, and our failure to solve acute social problems purposefully and quickly. The destruction of the former educational system, which was centralized, focused only on the fulfillment of the state social order, led to the confusion of many and many teachers in the conditions of the lack of control of public life. Educational institutions, educational process. After all, now freeing ourselves from unreasonable fantasies or consumerism, we must learn to do many things on our own: understand the meaning and purpose of our work, independently set professional goals and tasks, think of ways to implement them, etc. this is included in the content of the project. But this is not specifically taught. Thus, there is an urgent need to teach design at almost all levels of education: federal, regional, city, school.

It is no coincidence that not only education, but also a new focus on project activities has been included in the basic curriculum, and one of the parameters of the new quality of education is the ability to design.

The analysis of the world experience allows to highlight the wide application of the project method in the educational systems of different countries. The reason is that in the conditions of the information society, in which knowledge about the world is rapidly becoming outdated, it is necessary not only to transfer this or that amount of knowledge to students, but also to teach them to acquire this knowledge based on their own knowledge. Mastering, being able to use acquired knowledge in solving new cognitive and practical problems.

**Main part:** Every 5-6 years, new areas of professional activity appear and become in demand, fall into the background planning and gradually become obsolete. This requires high mobility of people. It is not for nothing that the famous slogan "Education is for life" has lost its importance. Currently, it can be replaced by the slogan "Education through life". Every graduate of a higher education institution should be prepared for the fact that he will have to learn all his life: new materials, new equipment, learning new work technologies, improving his skills, getting additional education.

The project method is based on the idea that is the essence of the concept of "project", its pragmatic orientation to the result that can be obtained by solving one or another practical or theoretically

important problem. This result can be seen, understood, and applied in real practice. To achieve such a result, it is necessary to teach children or adults to think independently, to find and solve problems, to draw knowledge from different fields, to predict results and possible consequences. Different options, decisions, the ability to establish cause-and-effect relationships.

The project method is always focused on the independent activity of students - individually, in pairs, in groups, performed by students in a certain period of time. This method is organically combined with group methods.

The project method always involves solving some kind of problem. Solving the problem, on the one hand, implies the use of set, different methods, teaching tools, on the other hand, it implies the need to combine knowledge, the ability to apply the acquired knowledge, different fields of science, engineering, technology, creative fields. The results of completed projects should be, as they say, "material", that is, if it is a theoretical problem, its specific solution, if it is practical, a concrete result ready for use (in the classroom, at school, in real life). If we talk about the method of projects as a pedagogical technology, then this technology, by its essence, includes a set of research, research, and problem-solving methods.

The project method allows for the least resource-intensive way of creating activity conditions that are as close as possible to real conditions for the formation of students' competencies. When working on a project, schoolchildren have a special opportunity to form problem-solving skills (because a prerequisite for the implementation of the project method at school is that the student solves his own problems with the help of a project).

The project method helps to develop students' cognitive abilities, the ability to build their own knowledge independently, the ability to act in the information space, critical and creative thinking. The project method is from the field of didactics, private methods, if it is used within a specific subject. Method is a didactic category. This is a set of techniques, operations for mastering a specific field of practical or theoretical knowledge, a specific activity. This is a way of knowing, a way of organizing the process of knowing. Therefore, if we talk about the method of projects, we mean a clear way to achieve a didactic goal by developing a problem (technology) in detail, which should end with a very realistic, concrete practical result, formalized in one way.

The main thing is that the independent view of design differs from activity, cognitive activity. This type of activity exists in the culture as the main way of planning and implementing the change of reality. Project activities include the following stages:

- ✓ development of a design concept (situation analysis, problem analysis, goal setting, planning);
- ✓ implementation of design intent (implementation of planned actions);
- ✓ evaluation of project results (new/changed reality).

Project activities in higher education cover all levels. At the initial stage of State Attestation, project activities are carried out in the auditorium, free of charge, independent work, outside of working hours. Any problem, community projects, individual projects, joint projects of the whole class are practiced.

At the initial stage (1-3 courses), projects are often of a creative nature. The method of projects, this stage provides an opportunity to gather experience on its own, and this experience becomes a driving force for the child, on which the direction of further intellectual and social development of the individual depends.

A distinctive feature of projects at the higher stage of education (4th year) is their research, practical nature. University students prefer interdisciplinary projects, socially oriented projects.

Project activity is innovative because it involves changing reality, is built on the basis of relevant technology that can be combined, mastered and improved.

"Project" is literally translated from Latin as "thrown forward".

The purpose of the project activity is to understand and apply (on the basis of integration) the knowledge, skills and competences acquired by students in the study of various subjects.

An educational project is a set of types of research and research carried out by students independently (in pairs, groups or individually) with the aim of solving an important problem practically or theoretically.

Why the project method?

- ✓ Teaching students to think independently and critically.
- ✓ Reasoning based on knowledge of facts, laws of science, drawing reasonable conclusions.
- ✓ Make decisions based on yourself.
- ✓ Learn to work in a team by taking on different social roles.

### Conclusion

There are a number of situations that should be taken into account when organizing and working with students' project activities. Despite the fact that there is no place for the student to find and acquire this knowledge and skills, it cannot be offered as a project without any skills. In other words, to work on the project, the author must have a certain initial (albeit minimal) level of training. And, of course, a project cannot be a work that is very familiar, has been done many times before, does not require the search for new solutions and, accordingly, does not provide an opportunity to acquire new knowledge and skills.

The first stage of work on the project is problem solving - it is necessary to assess the existing situations and formulate the problem. At this stage, the main motive of the activity appears, because the existence of the problem creates a feeling of disharmony and creates a desire to overcome it.

The second stage of work is goal setting. At this stage, the problem becomes a personally important goal and has a symbol of the expected result, which later finds its expression in the project product. The most important stage is planning work on the project, as a result of which not only the long-term goal, but also the next steps will have a clear plan. When you have a work plan, resources (materials, labor, time) and a clear goal, you can get to work. The next stage of the project cycle is the implementation of the existing plan.

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