

PROSPECTS OF PROJECT-BASED EDUCATION IN PRIMARY EDUCATION

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Article history:	Abstract:
Received: 6 th July 2025 Accepted: 7 th August 2025	This article discusses some of the challenges that hinder the implementation of project-based learning in primary education and provides effective recommendations for their solution. It also discusses what project-based learning is, its place in primary education, and its educational prospects.
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Today, the educational process is notable for its focus on accuracy, transparency, and effectiveness. It is especially gratifying that the inclusion of project-based education, tested in international experience and adapted to our national education system, in our curricula and textbooks is developing such qualities as creativity, inquisitiveness, and goal-oriented action in students. "Currently, it is necessary to abandon to a certain extent the approach based on theorizing the subject of study and providing students with ready-made educational materials, and to focus on the formation and development of the student's ability to apply the knowledge gained from the subject in their daily lives, and to demonstrate and activate the students' independent and creative thinking skills." [1]

When talking about project-based learning, let's first think about what this learning is and the stages of its implementation. Project-based learning is a method of teaching in which participants acquire knowledge and skills by investigating, answering, and working on an interesting and complex question, problem, or issue over a long period of time. Project work is a new work prepared on the basis of collected information, research, and analysis.

Project work can be in different fields and for students of different ages. However, the stages of their implementation are generally the same:

- choosing a topic based on interests;
- planning;
- activity;
- reflection

Project-based learning (PBL) has a number of advantages, including the following, which ensure its practical value:

- increase achievements;
- motivation to learn;
- develop independent work skills;
- increase the ability to solve problem situations.

The most remarkable aspect is that, unlike traditional education, in LAT, the student tests the BKM's learned in class in practice and draws conclusions for himself: which knowledge is useful in real life? In which topics are gaps evident? What should be paid attention to when studying topics in order to avoid difficulties in solving problems? He independently finds answers to the following questions. In a word, he understands the essence of acquiring knowledge. As they say, every coin has two sides, LAT also has some disadvantages, which we will list below:

- lack of time to complete projects;
- inadequate material and technical base for project implementation;
- adapting planned projects to the curriculum.

In the new generation textbooks, separate topics are allocated to these educational elements, and we can see that students are somewhat active in this. However, in practice, some projects (for example, natural science: observation) are not carried out or are abandoned halfway because they take a lot of time. Or the duration of the project is 2 hours, but 1 hour is allocated in the plan. In this case, most teachers blindly complete the project work at the specified time in order not to go beyond the plan, and the results and analysis of the project may not be fully explained. Some project work also has to be postponed or postponed because it requires certain resources.

The above-mentioned common achievements and shortcomings are present at all levels of education, including primary education, and representatives of each field are giving their own practical recommendations for the maximum functioning of LAT within their discipline. As a representative of primary education, let me also draw your attention to the specifics of LAT in primary education. We know that primary school students do not have full independence in completing tasks compared to representatives of higher grades. That is, they do not consider themselves physically and

psychologically ready. Since project work has just entered our education system, it would not be an exaggeration to say that even this word scares some primary school teachers a little. So, how can teachers and students achieve their goals if they are afraid of this?

To answer this question, it is first of all advisable to study the age-related psychology and interests of primary school students. Recently, I came across an interesting situation in my work. I told a student to go and correct his/her desks during the break. My student said that he/she wanted to do this task with a classmate. Recently, I was looking for a solution to this situation when I was unable to complete the project work assigned to the students as homework in the textbook. My student's thoughts inspired me, and I told them that each student would do the next project work with their friend and divided them into pairs. I called this method - "I will study with my friend". Of course, this is similar to the teamwork and cooperative learning that already exists in our education system, but it differs in certain aspects. As expected, the projects assigned to the pairs were completed one hundred percent. In addition, during the implementation of the project, we achieved the following additional results:

- project work has become an enjoyable process;

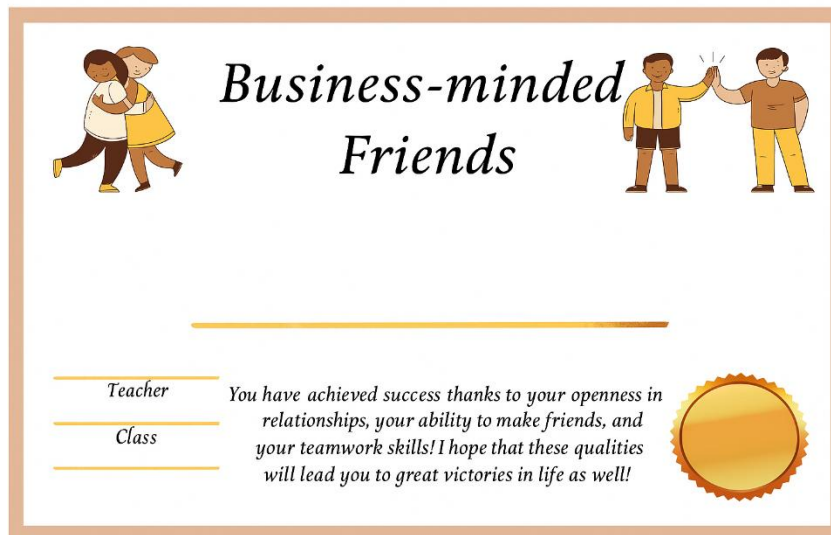
- cooperation among students has developed;

- a desire for further project work has arisen;

- The word "project work" has acquired the quality of being pleasant and enjoyable, rather than scary and boring.

This "I'm learning with a friend" method is one that can be used not only for project work, but also for any tasks that seem complicated and a bit boring for children.

Couples who successfully complete such projects are awarded certificates on www.canva.com, they will be motivated to work on new projects together.



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