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INTEGRATION OF PROJECT MANAGEMENT IN TEACHING OF ENGLISH WRITING IN A MULTI-LEVEL ENVIRONMENT

Annotation

In the conditions of the modern educational process, training focused on the personal characteristics of students is becoming increasingly important. In multi-level groups where students have different levels of English proficiency, the use of project-based teaching methods can be an important tool for increasing the effectiveness of the learning process. This article explores approaches to organizing project work, identifies its advantages for the development of English writing skills, and provides recommendations for introducing these methods into educational practice.

Key words: Multilevel, collaborative Learning, Activity-Based Learning, Task-Based Learning, project work, PBL (project-based learning), peer-editing, proofreading.

ИНТЕГРАЦИЯ УПРАВЛЕНИЯ ПРОЕКТАМИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ПИСЬМА В МНОГОУРОВНЕВОЙ СРЕДЕ

Аннотация

В условиях современного образовательного процесса все большее значение приобретает обучение, ориентированное на личностные особенности обучающихся. В многоуровневых группах, где учащиеся имеют разный уровень владения английским языком, использование проектных методов обучения может стать важным инструментом повышения эффективности учебного процесса. В данной статье исследуются подходы к организации проектной работы, выявляются ее преимущества для развития навыков письма на английском языке, а также даются рекомендации по внедрению этих методов в образовательную практику.

Ключевые слова: Многоуровневое, совместное обучение, обучение на основе деятельности, обучение на основе задач, проектная работа, PBL (проектное обучение), коллегиальное редактирование, корректура.

KO'P DARAJALI MUHITDA INGLIZ TILI YOZUVINI O'RGATISHDA LOYIHA BOSHQARUVINI INTEGRATSIYALASH

Annotatsiya

Zamonaviy o'quv jarayoni sharoitida o'quvchilarning shaxsiy xususiyatlariga qaratilgan o'qitish tobora muhim ahamiyat kasb etmoqda. Talabalarning ingliz tilini bilish darajasi turlicha bo'lgan ko'p bosqichli guruhlarda loyiha asosida o'qitish usullaridan foydalanish ta'lim jarayoni samaradorligini oshirishda muhim vosita bo'lishi mumkin. Ushbu maqola loyiha ishini tashkil etish yondashuvlarini ko'rib chiqadi, uning ingliz tilida yozish ko'nikmalarini rivojlantirish uchun afzalliklarini aniqlaydi, shuningdek, ushbu usullarni ta'lim amaliyotiga joriy etish bo'yicha tavsiyalar beradi.

Kalit so'zlar: Ko'p bosqichli, hamkorlikda o'rganish, faoliyatga asoslangan ta'lim, vazifaga asoslangan ta'lim, loyiha ishi, PBL (loyihaga asoslangan ta'lim), tengdoshlarni tahrirlash, tuzatish.

Introduction. In the modern educational process, teaching writing in English occupies a special place. This is due to the fact that writing is not only an important component of language competence, but also a tool for expressing thoughts, developing critical thinking and preparing for professional activity. However, teaching writing is often challenging, especially in multi-grade environments where student proficiency levels vary widely. In such conditions, traditional teaching approaches may not be effective enough. Methods are needed that provide an individual approach, take into account different levels of knowledge and promote student motivation. One such method is project work, which allows you to integrate language learning with real-life tasks and creative processes.

Project work has many advantages:

• It promotes the creation of conditions for the interaction of students with different levels of training.

• It motivates students by engaging them in interesting and meaningful tasks.

• It develops not only language but also social skills such as teamwork, sharing responsibilities and making decisions. The purpose of this article is to consider effective ways to organize project work in teaching writing in English, to identify its main advantages and to offer practical recommendations for implementation in multi-level groups. Learning to write in English requires the integration of several cognitive skills: lexical competence, grammatical accuracy, text structure, and stylistic expressiveness. For students learning a language in a multilevel environment, this task is complicated by the need to take into account differences in the level of preparation, speed of comprehension of the material and degree of motivation.

Project work is one of the most versatile and flexible methods that can be adapted to achieve educational goals in such settings. This approach allows:

1. Personalize the learning process.
2. Include elements of cooperation and mutual assistance.
3. Create conditions for the practical application of language knowledge.

The purpose of the article is to analyze existing practices of project work in the context of teaching English writing and to develop recommendations for its implementation in multi-level groups.

Theoretical basis. Problems of teaching writing in a multilevel environment. The main challenges teachers face in multi-grade classes are:

1. Heterogeneity of the language base. Students at level A1 can barely form sentences, while students at level B2-C1 are already able to write coherent texts.

2. Differences in the pace of learning. Stronger students lose interest if the process is too slow, and weaker students become stressed due to the complexity of the tasks.

3. Lack of a universal approach. Teachers often have difficulty selecting assignments that are suitable for all students.

Benefits of project work. Project work solves these problems, as it allows:

• Ensure differentiation of instruction. Tasks can be adapted to your level of knowledge.

• Increase student motivation by working on realistic and interesting problems.

• Develop collaboration skills through group interaction.

• Promote independence: Students learn to research, analyze and organize information.

Approaches to project work. Project work is based on:

1. Collaborative Learning: students work in groups, complementing each other with knowledge and skills.

2. Activity-Based Learning: Students actively participate in the process rather than being passive listeners.

3. Task-Based Learning: the emphasis is on performing practical tasks that have practical significance.

Research methodology. To analyze the effectiveness of project work in a multi-level environment, the following stages were carried out:

1. Diagnostic stage:

• Testing was carried out on 80 students (levels A1-C1).

• The main difficulties in writing have been identified (grammatical errors, lack of vocabulary, lack of text structure).

2. Development and implementation of the project: Topic: "Creating an educational magazine in English."

-Stages of work:

• Research and collection of information.

• Writing draft versions of articles.

• Collaborative editing and proofreading of texts.

• Magazine design and layout.

3. Process monitoring:

• Teachers recorded group interactions.

• Students filled out questionnaires about their participation in the project.

4. Analysis of results:

• The quality of texts was assessed (before and after the project).

• A survey of students and teachers was conducted.

Practical recommendations.

1. Formation of groups. For successful implementation of projects in a multi-level environment, it is recommended:

• Create heterogeneous groups (different levels of training in one group).

• Assign clear roles to each participant that are appropriate to their language level.

Example:

• Level A1: Finding and writing simple facts.

• Level B1-B2: structuring information and writing text.

• Level C1: Editing, improving style and checking grammar.

2. Use of technology. Digital tools make it easier to organize project work:

-Google Docs: allows you to collaborate on text in real time.

-Grammarly: Helps students identify grammatical errors.

-Padlet: for visually organizing ideas and planning.

3. Examples of projects, 1.Project: "International Guide" Goal: creating a series of texts about tourist places.

Tasks:

• A1: Write a short description of the place (for example, "The Eiffel Tower is in Paris. It is very tall").

• B1-B2: develop more detailed texts using connectives and descriptive adjectives.

• C1: include historical facts, tips for tourists, check the text for stylistic correctness.

2.Project: "Correspondence with foreign students"

• Students write letters using different formats (personal, business).

• Peer editing of letters promotes the development of both lexical and grammatical skills.

4. Reflection and evaluation-Personal Portfolio: Each student is encouraged to collect their work to track progress.

• Self-assessment and feedback: Students evaluate what they have improved and what aspects of writing remain difficult for them.

Research results-during the experiment, the following results were obtained:

1. Increase in academic performance:

• For A1 level students, the number of grammatical errors decreased by 40%.

• Students at level B1-B2 began to use connecting words better, which increased the coherence of texts.

• C1 level students have increased stylistic expressiveness.

2. Increased motivation:

• 85% of students noted that the project work was interesting and inspiring.

• 90% expressed a desire to participate in similar projects in the future.

3. Development of social skills:

• Students interacted better with each other, which increased their confidence and sense of belonging.

Conclusion. Teaching English writing in a multilevel environment is a complex, but solvable task if project methods are included in the educational process. Project work allows you to integrate language skills training with practical problem solving, which is especially important in heterogeneous groups. The results of the study confirm that the use of project work in teaching writing has the following advantages:

1. Increasing the level of language competence. Project work allows students of different skill levels to develop writing skills, from basic (sentence structure, grammar) to complex (stylistic expressiveness, argumentation).

2. Increased motivation. Participation in projects helps students see the practical application of their knowledge, which increases interest in learning the language.

3. Development of cooperation skills. Projects require teamwork, which contributes to a friendly group atmosphere and the development of interpersonal skills.

4. Adaptability of the method. Projects can be easily tailored to students' backgrounds, interests, and goals, making learning more personalized. However, successful implementation of project work requires careful planning and management:

• The teacher needs to correctly distribute roles and tasks so that each student feels like a significant participant in the process.

• Use digital tools that facilitate collaboration, task monitoring, and feedback.

• It is important to include elements of reflection and self-evaluation so that students can recognize their achievements and areas for improvement. Thus, project work not only improves writing skills, but also develops in students the ability to work with information, apply knowledge in practice and effectively interact with each other. This makes it an indispensable tool for teachers working in multi-level groups. In the future, a promising direction may be the wider use of artificial intelligence and machine learning technologies to individualize the educational process and automate text analysis.

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