European Journal of Emerging Technology and Discoveries
ISSN (E): 2938-3617
Volume 1, Issue 4, July, 2023.

THE USE OF THE PROJECT METHOD FOR THE DEVELOPMENT OF COGNITIVE INDEPENDENCE OF YOUNGER SCHOOLCHILDREN

Seytbaeva Gulxumar Baxadir-qizi
3rd Year Student of the Faculty of Primary Education
NSPI named after Ajiniyaz

Abstract
This article emphasizes the growing importance of educating students' cognitive independence. Cognitive independence refers to the ability to think critically, solve problems, and engage in self-management. To develop these skills, teachers are increasingly turning to project-based learning (PBL) as an effective approach to learning. This article is aimed at studying the use of the project method for the development of cognitive independence in younger schoolchildren. It provides an overview of the methods used, presents the results and discusses the implications of this approach.

Keywords: cognitive independence, project-based learning, critical thinking, problem solving, self-management, primary school students.

Introduction

In primary school, a study was conducted to examine the impact of project-based learning on the cognitive independence of younger students. A sample of students aged 8-10 participated in project-based learning for six weeks. Students are divided into small groups and get a real problem to solve or a topic to study. They were provided with the necessary resources, guidance and support from teachers. The projects are designed to encourage critical thinking, collaboration, and independent decision-making. During this process, students were encouraged to reflect on their learning experiences and document their progress.

The use of the project method is an effective way to develop cognitive independence in younger students. The project method is a proactive learning approach that encourages students to explore and learn about topics of interest based on hands-on experience. It allows students to take ownership of their knowledge and develop important cognitive skills such as critical thinking, problem-solving, and decision-making. Types of use of the project method for the development of cognitive independence:

- Topic Selection: Allow students to choose the topics of their projects based on their interests. This encourages participation and intrinsic motivation, as students are more likely to be invested in a subject they feel drawn to.
- Planning and Goal Setting: Help students create a project plan and set achievable goals. Teach them how to break down their projects into smaller tasks and set deadlines for their completion. This process encourages students to develop organizational and time management skills.
- Research and Investigation: Encouraging students to explore their chosen topic through research, interviews, experiments, or other hands-on activities. Give them resources and

guidance to gather information on their own. Teach them to critically analyze and evaluate the information they find.

- Problem-solving and decision-making: Present students with problems or questions related to their projects. Encourage them to brainstorm and make informed decisions based on their research and findings. Create an environment where students can collaborate, discuss ideas, and learn from each other.
- Reflection and Self-Assessment: Includes regular opportunities for reflection on student performance and learning. Encourage them to evaluate their performance, identify strengths for improvement, and set new goals. This process helps students develop self-awareness and self-esteem skills.
- Presentation and sharing: Give students the opportunity to present their projects to their peers, teachers, or parents. This allows them to communicate their ideas effectively, build trust, and receive feedback. Encourage them to be creative and innovative in presenting their findings.
- Celebrate and recognize accomplishments: Celebrate students' efforts and accomplishments throughout the project. Recognize their growth, perseverance, and independent thinking. This positive reinforcement encourages students to continue to take responsibility for their learning and strive for cognitive independence.

Remember that the teacher's role is to act as a steward, guiding and supporting students throughout the project. Encourage self-reliance, critical thinking, and problem-solving skills by providing the necessary foundation and resources, allowing students to take the lead in their learning journey.

Project-based learning interventions have shown promising results in the development of cognitive independence among young learners. Over the course of the project, students developed critical thinking skills by brainstorming ideas, analyzing data, and developing creative solutions to real-world problems. They also demonstrated improved problem-solving skills by identifying problems, formulating strategies, and adapting their approach when faced with obstacles. In addition, students demonstrated a high level of activity and motivation during the project, which increased their involvement in the educational process.

The results of this study confirm the effectiveness of project-based learning in the development of cognitive independence in younger schoolchildren. By participating in real-world hands-on projects, students were able to actively accumulate their knowledge, apply concepts in real-life situations, and develop a deeper understanding of the subject. In addition, the collaborative nature of project-based learning encouraged students to communicate, negotiate, and share responsibilities, developing their interpersonal and teamwork skills. The project method also created opportunities for self-reflection, allowing students to assess their learning achievements and identify areas for improvement.

Conclusions and Suggestions:

Based on the results and discussions, it is clear that project-based learning can be a valuable tool for developing cognitive independence in younger students. However, to ensure its successful implementation, teachers should consider the following suggestions:

- Provide clear instructions and expectations: Clearly define project goals, criteria, and timelines so that students understand learning outcomes and stay focused throughout the process.
- Creating a supportive learning environment: encouraging open communication, collaboration, and respect among students. Create an environment where students feel comfortable taking risks, asking questions, and asking for help when needed.
- Add formative grades: Regularly assess student performance and provide timely reports. It helps students track their growth, identify areas for improvement, and make necessary adjustments to their approach.
- Offer different project options: Offer different project options to suit different interests, learning styles, and abilities. This increases student engagement and motivation and leads to better outcomes.
- Encouraging reflection and meta-cognition: providing students with the opportunity to reflect on their learning experiences, assess strengths and weaknesses, and set personal goals for improvement. It develops metacognitive skills and self-management.

It can be concluded that project-based learning offers a promising approach to the development of cognitive independence in younger students. By participating in meaningful projects, students develop critical thinking, problem-solving, and self-management skills that will enable them to succeed in the ever-changing world of the 21st century. Teachers play a crucial role in facilitating this process by providing opportunities for guidance, support and reflection. By applying the suggestions above, teachers can make the most of the benefits of project-based learning and help their students become independent and lifelong learners.

References:

1. Ismailovich S. A. Socio-psychological problems of education of an independent, creative personality in the educational process // CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE. – 2021. – T. 2. – №. 12. – S. 4-7.
2. Saidov A., Juraev R. The role of sport in the formation of a healthy lifestyle, education of the perfect generation. Society and innovation. – 2021. – T. 2. – №. 2. – P. 203-208.
3. Saidov A. Pedagogical mastery: the formation of a healthy lifestyle among young people as a priority // Center for Scientific Publications (buxdu. uz). – 2020. – T. 2. – №. 2
4. Vygotskii L. S. Pedagogicheskaya psikhologiya [Pedagogical psychology]. — M. AST, 2009. — 672 p.
5. Godovikova D. B. Form of communication with adults and cognitive activity of a preschooler // Problems of developmental psychology: Abstracts of reports to the VII Congress of the Society of Psychologists. Moscow, 1989, 143 p.
6. Denisenkova N. S. Formation of cognitive orientation in six-year-old children in kindergarten classes. — M, IMPEX, 1992, 122 p.
7. Veraksa N.E., Veraksa A.N. Project activity of preschoolers. A manual for preschool teachers. M.Mozaika — Synthesis, 2010.
8. Kulikova T. On the education of children of cognitive interests // Preschool education, 1996, No. 9, pp. 23–25.