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PROJECT-BASED LEARNING IN RUSSIAN LANGUAGE CLASSES: THEORY AND PRACTICE

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Abstract. The article examines the theoretical foundations and practical applications of project-based learning in Russian language classes. It explores the essence of the project method, its main stages, pedagogical advantages, and the specific features of organizing educational projects. Particular attention is paid to the development of students' speech, communication, research, and creative abilities. Examples of project assignments that can be used in university-level Russian language teaching are presented.

Keywords: project-based learning, Russian language, project method, students, communicative competence, independent work, research activities, interactive learning.

Introduction. The modern system of higher education is focused on training competent specialists who are able to think independently, analyze information, solve practical problems, and interact effectively with others. Under these conditions, the use of active teaching methods that involve students directly in the educational process becomes particularly important.

One such method is project-based learning. It makes it possible to combine theoretical knowledge with practical activities, increase students' interest in learning Russian, and create conditions for the development of communication skills. Unlike traditional teaching methods, which primarily focus on acquiring ready-made information, the project method involves independently searching for solutions, working with various sources, creating an original product, and presenting it.

The use of project-based learning in Russian language classes is particularly relevant for students studying the language as a means of professional and intercultural communication. Completing projects helps students improve their grammatical and lexical skills, develop their oral and written communication, expand their vocabulary, and acquire public speaking skills.

1. Theoretical foundations of project-based learning. Project-based learning is an organized educational and cognitive activity undertaken by students to solve a specific problem and produce a concrete outcome. Such an outcome may take the form of a presentation, research paper, dictionary, video, brochure, wall newspaper, podcast, or another educational product.

The project method developed in pedagogy under the influence of the ideas of the American philosopher and educator John Dewey, who emphasized the importance of learning through activity and practical experience. Subsequently, the project-based approach became one of the significant directions in learner-centered and practice-oriented education.

The main feature of project-based learning is that students act not merely as recipients of knowledge but as active participants in searching for and applying it. The teacher, in turn, performs the functions of an organizer, adviser, and coordinator of educational activities.

Project-based learning in Russian language classes performs several important functions:

- Educational function: facilitates the acquisition of language norms, grammatical structures, and vocabulary.
- Communicative function: develops communication skills, discussion skills, and public speaking abilities.
- Research function: develops the ability to analyze linguistic phenomena, collect information, and organize data systematically.
- Developmental function: stimulates critical thinking, creativity, and independence.
- Educational and formative function: fosters responsibility, cooperation, and respect for other people's opinions.

Project-based learning combines language acquisition with the development of transferable competencies that students need in their academic, professional, and everyday lives.

2. Main stages of organizing project-based learning. The effectiveness of project work largely depends on the proper organization of each stage. When teaching Russian, it is appropriate to distinguish five main stages.

The first stage is selecting a topic and identifying a problem. The teacher proposes a topic related to the language material being studied or to students' life experiences. It is important that the problem be understandable, interesting, and appropriate to the students' level of language proficiency.

The second stage is planning the work**.** Students determine the project objective, formulate tasks, distribute responsibilities, and select information sources. In group work, each participant receives a specific assignment.

The third stage is collecting and analyzing materials. Students study educational and academic literature, conduct surveys, analyze texts, collect linguistic examples, and select the necessary information. At this stage, particular attention is paid to language accuracy, the reliability of sources, and independent completion of assignments.

The fourth stage is creating the project. Using the collected materials, students prepare the final product. This may be a presentation, a thematic dictionary, a research report, a video, or an interactive educational resource.

The fifth stage is presenting and evaluating the results. Students present their work, explain their findings, and answer questions from the audience. The teacher evaluates the content of the project, the accuracy of the students' Russian, their independence, creativity, and the quality of the presentation. After the presentation, students reflect on their work to identify its strengths and areas for further improvement.

The consistent implementation of these stages contributes to the development of organizational skills, responsibility, and independent learning abilities.

3. Practical applications of the project method in Russian language classes. Project-based learning can be used when teaching various aspects of the Russian language, including vocabulary, grammar, spelling, speech culture, stylistics, and coherent speech development. When selecting a topic, it is necessary to consider students' level of preparation, the number of participants, and the time allocated for completing the assignment.

Several examples of projects that can be implemented in higher education institutions are presented below.

Project 1. "Russian-Uzbek thematic dictionary"

Objective: To expand students' vocabulary and develop translation skills.

Students form small groups and select thematic areas such as "Education," "Professions," "Science," "Culture," or "Modern Technologies." Each group compiles a Russian-Uzbek dictionary containing words, their Uzbek translations, and examples of their use in sentences.

For example:

Russian word	Uzbek translation	Example sentence
Исследование	Tadqiqot	Students conduct research.
Образование	Ta'lim	Education plays an important role in human life.
Компетенция	Kompetensiya	Communicative competence is essential for future professionals.
Сотрудничество	Hamkorlik	Cooperation helps achieve common goals.

Expected outcome: A thematic dictionary that can be used for independent study and vocabulary revision.

Project 2. "The Russian language in everyday life"

Objective: To develop the ability to observe linguistic phenomena and promote speech culture.

Students analyze examples of Russian language use in everyday communication, mass media, advertising, and social networks. They identify common speech errors, examine patterns of word usage, and suggest standard language alternatives.

For example, project participants may investigate frequent errors involving grammatical case forms, agreement between words, or stress placement.

The results are presented as a slideshow, poster, or informational brochure. Students should observe the norms of speech etiquette and avoid unjustified criticism of particular individuals.

Expected outcome: Improved linguistic awareness, language accuracy, and the ability to justify one's own position.

Project 3. "My future profession"

Objective: To develop professional vocabulary and business communication skills.

Students prepare a project about their future profession. They describe its main responsibilities, the competencies required, and the specific features of communication in their chosen professional field. They may also prepare a résumé, a cover letter, or a dialogue for a job interview.

Expected outcome: Improved professionally oriented communication, the ability to prepare written texts, and greater confidence in presenting information to an audience.

Project 5. "A video on Russian speech culture"

Objective: To develop oral communication, creativity, and digital technology skills.

Students create a short video on one of the following topics: "Speech Etiquette," "How to Speak Effectively in Public," "Common Errors in Russian Speech," or "Rules of Business Communication."

The video should contain specific examples, correct language structures, and brief recommendations.

Expected outcome: Improved pronunciation, the development of public speaking skills, and greater proficiency in using digital learning tools.

The proposed projects can be completed individually, in pairs, or in small groups. Their content should be adapted to students' Russian language proficiency and educational needs.

The project method offers several pedagogical advantages. First, it increases student motivation because learning tasks become practically meaningful. Second, project work promotes

independence, responsibility, and teamwork. Third, students have the opportunity to apply the language resources they have studied in authentic communicative situations.

Furthermore, project-based learning makes it possible to integrate Russian language instruction with other academic disciplines, research activities, and students' future professional work.

At the same time, organizing projects may involve certain difficulties. These include limited time, differences in students' language proficiency, unequal distribution of responsibilities within groups, and difficulties in finding reliable information. The use of digital technologies also requires compliance with academic integrity principles and verification of the information obtained.

To overcome these challenges, teachers should formulate assignments clearly, establish deadlines, distribute roles, provide intermediate consultations, and use transparent assessment criteria. It is important to evaluate not only the final product but also each participant's individual contribution, the working process, and the learning outcomes achieved.

Conclusion. Project-based learning is an effective means of improving Russian language teaching in higher education. It combines theoretical knowledge with practical activities and creates conditions for developing communicative competence, research skills, critical thinking, and students' creative potential.

The use of thematic dictionaries, linguistic research projects, professional presentations, grammar-related assignments, and video projects makes the learning process more meaningful and practice-oriented. At the same time, the effectiveness of project work depends on thoughtful organization, methodological support from the teacher, and active student participation.

Thus, the systematic implementation of project-based learning contributes to improving the quality of Russian language education and preparing students to solve academic and professional tasks independently.

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