# Development of Initiativity in Students Based on the Organization of Project Activities

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## Abstract

The article highlights the content and pedagogical conditions of the methodology for organizing project activities to develop students' initiative.

***Keywords:*** *Students: Initiative; Development; Project Activity; Organization; Methodology; Content; Pedagogical Conditions*

## Introduction

In the process of globalization of education in the world, scientific research is conducted to improve the pedagogical and psychological mechanisms of student initiative, personal autopsychological abilities, cognitive and creative activities of students. Perspective directions of scientific and pedagogical research play an important role in expanding the pedagogical and psychological opportunities for the development of professional initiative in future staff, in the study of the design of a culture of initiative in them.

Developing initiative in students requires unity of word, example and practice. Developmental influence should serve to provide students with the resources of initiative, their organization and formation, and sustainable mechanisms of behavior management. According to the results of the study, the educational technology for the development of initiative in students should be based on the model of behavior "demonstration" - "explanation" - "exercise".

The educator provides the learner with an example of mastering the qualities of initiative, evaluating them, expressing their attitudes, and accepting them as a criterion of personal behavior. The technology of developing initiative in students serves to control the behavior of the learner: it encourages socially positive behaviors and reduces social negative influences. That is why it is important to include elements of assessment, scoring and competition in the behavioral model of developing initiative in students (Dzhamilova, 2020).

## The Main Results and Findings

Relying on synergetic approaches in the development of initiative in students requires taking into account the chaotic movement of this process, the unity of coincidences and external influences. The results of the study showed that there is no constant stability in the development of initiative in students, which should be based on strategies for modeling the educational situation, ensuring the stability of emotions, motives, attitudes of the subjects of the educational process.

The results of the analysis also led to the conclusion that if the synergistic approach to the development of initiative in students deviates from the point of choice (bifurcation) of interaction, then there will be purely external, quantitative changes in student behavior and activities. Short-term, instantaneous pedagogical exposure, which is in line with students' freedom of choice, can dramatically change the field of motivational-value-oriented activities, in which process it is advisable to allow the subject to freely choose actions and actions (Dzhamilova, 2018).

Particular attention should be paid to the internal potential of personal activity in the development of initiative in students. That is why the pedagogical influence must take into account the erratic movement of the student in the process of self-awareness, and also adapt to the high level of natural movements and activity.

From a hermeneutic point of view, the development of initiative in students is directly related to the subject's appeal to the mental experiences, which are manifested as experiences, to his inner world. The results of the study showed that mental experience should be mastered through reflection, and behavioral reactions should serve as a subject for the development of initiative in students.

Particular attention should be paid to the use of hermeneutic educational technologies in the development of initiative in students, the activation of their inner experiences, memories, imagination and dreams. In this case, it is expedient for the teacher to accept the examples of students' verbal creativity as a system of values of a person with initiative. Based on the hermeneutic approach, it was concluded that in the development of initiative in students, their understanding of the meaning of life, the full manifestation of individuality should be taken into account (Dzhamilova, 2018).

In the course of the research, special attention was paid to the development of initiative in students during extracurricular activities. In the process of extracurricular activities in the development of initiative in students was based on the following system: design and planning of extracurricular activities; creation of their methodical support; use of person-centered learning technologies in the organization of training; organization of the training process on the basis of an interactive approach; effective use of diagnostic and corrective methods in the training process.

Based on the results of the research, the following improved mechanism for developing students' initiative in the process of extracurricular activities was developed.
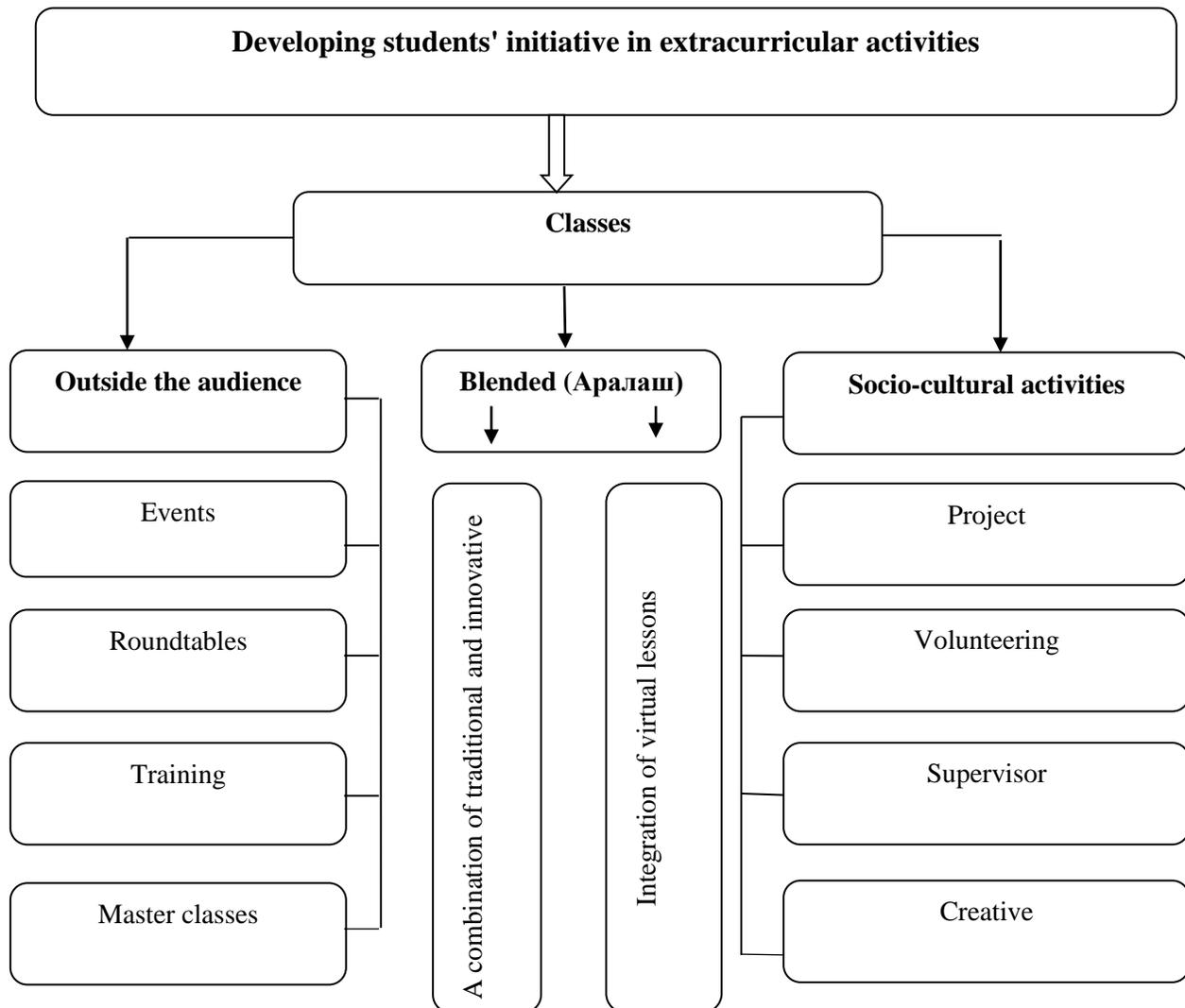
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│          Developing students' initiative in extracurricular       │
│                            activities                             │
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**Outside the audience**

- Events
- Roundtables
- Training
- Master classes

**Blended (Аралаш)**

- A combination of traditional and innovative
- Integration of virtual lessons

**Socio-cultural activities**

- Project
- Volunteering
- Supervisor
- Creative

**Figure 1. Developing students' initiative in extracurricular activities**

The socio-pedagogical mechanism for the development of initiative in students includes pedagogical influence on the subjects of the social environment, independent activity of students and favorable socio-pedagogical conditions (Dzhamilova, 2018).

The analysis allowed to determine the content of the concept of "development of initiative in students" based on the study of the concept of "personal development". This process includes: pedagogical management, independent activity of students, ensuring the acquisition of work experience, the acquisition of competencies and values, the acquisition of positive social experience, activism and the solution of tasks of social significance.

Based on research conducted by students of the Department of Preschool Education of the Tashkent State Pedagogical University, it was found that an effective tool for developing initiative in students is a design activity that promotes their socialization. Design is seen as an activity that defines the types of human activity, penetrating into all aspects of human life.

In a broad sense, design is the process of making changes in the environment. The design problem is multifaceted due to its integrative function, so it is equally important for different activities. Design is a key component of organizing everyone's life activities.

Individual initiative is relevant in design activities. Students' project activities are aimed at resolving conflicts, project tasks, the conditions necessary for which are objective (social, material) and subjective (competence, ability, activity), the results of which are important for the individual, other people and the community. ¬lidir. Students, as an age group, participate in active project activities as an innovative resource that has the potential to introduce various personal and public goals, the future of the state and society (Muslimov and others, 2013).

The development of initiative in the individual takes place during the student years, as graduates of higher education institutions put the ideas of civil society into practice, and our future depends on them.

The process of goal-oriented pedagogical influence (family, education, media), the conditions of macro and microsocial life activities are the source of the development of initiative.

Educational opportunities of the educational process, higher education institution and group traditions, student research activities, student practice, student self-government, cultural and creative activities of students, sports and health activities serve as a traditional means of developing initiative in students.

The basis for the development of personal initiative is volunteering and student participation in projects directly aimed at solving social problems.

In projects, first as an observer and then as an assistant, organizer, implementer and leader, the student understands the importance of a specific social problem to be solved for other people and feels responsible.

The participation of students in projects aimed at solving social problems and the social welfare of the population forms in them social initiative and is an indicator of their social initiative.

It is important to keep in mind that social design is:

- Is a specific intellectual and socially significant activity, which is the transfer of values, needs to real life, which occurs.

- To prepare for the understanding of social changes;

- Complex activity includes creativity, culture, competence and responsibility of the designer (individual and group) (Muslimov and others, 2013).

The results of the study show that participation in social projects, students themselves (self-government), teachers and students (cooperation), the organization of higher education and the social sphere (social partnership) are promising areas of activity.

Given the complexity of social projects, projects implemented by students, ie prospective educators, are object-oriented (assistance, protection, counseling, information, prevention, rehabilitation) and subject-oriented (planning, resource provision, motivation, coordination, control). will be.

Technologies for involving students in socially oriented projects include pedagogical, socio-pedagogical, socio-psychological (active, interactive, problem-based, playful, project, motivational) technologies. The technological component of training future educators is not only the basic forms of organization of education (theoretical and practical training, independent work of students), but also methods that activate students, methods aimed at developing initiative, as well as group formation of personal and professional competencies in education. and collective forms.

## *Conclusion*

Answers to questions related to modern education and training, social projects and volunteering (theory and technology of social projects, social partner, fundraising and social advertising, volunteering and volunteering), in which each participant (students and teachers) is interested in the implementation of the educational program "Social Activity" was able to get; learned about the innovative experience of implementing socially significant and volunteer projects; gained the ability to work with the project team. Classes include roundtables, master classes, work games, trainings, and individual counseling.

It is important to note that the involvement of future professionals in promising, comprehensive volunteer projects in various fields provides an opportunity to solve a specific (psychological, legal, pedagogical) social problem.

It is important that the students participating in the project "Social Activity" realized the need for their volunteer activities, began to reflect on it and implement it as a subject of socially significant activities. Involvement of future professionals in volunteer projects in the first stage of professional training (first-year students) has a positive impact on the development of organizational and communicative skills in students.

Students involved in various social projects, developing and implementing independent projects, participants of the project "Youth Initiative" implemented by the Youth Union of Uzbekistan (students of 3-4 levels) demonstrate professional competence, civic qualities and initiative.

It should be borne in mind that the process of developing initiative in an individual is long and its results will begin to appear only after a certain period of time.

The educational project achieved a socio-pedagogical result, as the idea of developing initiative was perceived by students as of public and personal importance. This is evidenced by the diagnostic data obtained.

The following socio-pedagogical conditions for the development of initiative in students on the basis of design activities were identified in the research process.

Involvement of young people in socially useful activities through the types (traditional, innovative) and forms (individual, group, collective) and the implementation of the role of independent initiative (from the participant to the project management).

Creating a creative project environment that provides the result of their interaction in the development and implementation of projects.

Implementation of social and pedagogical support of students' design activities.

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