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PROJECT METHOD AS A MEANS OF MOTIVATION FOR A FOREIGN LANGUAGE LEARNING

ПРОЕКТНА МЕТОДИКА, ЯК ЗАСІБ МОТИВАЦІЇ ДО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Анотація: Сьогодні процес гуманізації освіти не викликає сумнівів у науковому середовищі; гуманізація освіти стає основною характеристикою тенденції розвитку сучасних освітніх систем. Основна мета методу проектів полягає в наданні студентам можливості вчитися самостійному здобуттю знань у процесі вирішення практичних завдань або проблем, що вимагає інтеграції знань з різних сфер.

Ключові слова: *проектна методика, комунікативний підхід, самостійне навчання, інтегроване навчання, мотивація.*

Abstract: Nowadays, scientific community no longer debates the process of humanization of education; humanization of education becomes the main characteristic of the trend of modern educational systems. The main purpose of the project method is to provide students with the opportunity to learn independently in the process of solving practical issues or assignments, which requires the integration of knowledge from different fields.

Key words: *project method, communicative approach, independent learning, integral approach, motivation.*

A learning project is a joint educational, cognitive, research, creative or play activity of students with a common goal, using the same tools and methods of activity aimed at achieving a common practical result needed to solve a significant problem. In the course of project activity, students acquire the following skills:

- ✓ plan your work, anticipating possible results in advance;
- ✓ use a variety of sources of information;
- ✓ collect material independently;
- ✓ analyze and compare facts, substantiate their opinion;
- ✓ make decisions;

- ✓ establish social contacts (share responsibilities, interact with each other);
- ✓ create the “final product” - material carriers of project activity;
- ✓ to present the product in front of the audience, evaluate yourself and others.

Formation of readiness to solve various problems. Obviously, depending on the situation, the solution of the problem will be based on a whole range of knowledge, abilities, skills from different subject areas. To create such a quality it is necessary to: make teaching more problem-oriented; make a more reflective approach to learning; to encourage students not only to answer the questions posed, but also to formulate their own questions; increase the degree of student autonomy; review the traditional role of teacher and student in the lesson, develop students' desire to learn throughout life, updating and refining their knowledge, skills and competences that are acquired in the changing context. [1; 75-76]

However, it is impossible to solve these problems due to the lack of real conditions for the implementation of the traditional approach to education, traditional learning tools, which are mostly oriented towards the classroom-based system of lessons. Therefore, it is necessary to introduce new forms of educational activities that contribute to the individual development of the student's personality. The traditional classroom system, with its focus on collective learning activities, has effectively fulfilled its purpose in industrial society. When the class was the prototype of the production workshop and the school was the enterprise. But time has changed rapidly, and the information society needs everyone involved in the common cause to achieve a collective goal. The new era values individuals who are willing and able to make decisions and be responsible for them within their own field of activity. [2; 125]

The project methodology is characterized by high communication and expects students to express their own thoughts, feelings, expects their more active involvement in practical activity, prompts them to take personal responsibility for their own advancement in learning. The project methodology is based on a cyclical organization of the educational process. A separate cycle is considered to be a completed independent period of study aimed at solving a specific task in achieving a common goal of mastering a foreign language. [3; 273]

The project method involves a certain set of educational and cognitive tools and actions of students, which allow to solve a particular problem as a result of independent cognitive actions and suggest presentation of these results as a specific product of the activity. As pedagogical technique the project method is a set of research, search, problematic methods, by its nature. In the project work, students are involved in a teacher-created educational and cognitive activity. The use of project techniques makes it possible to form and develop research, communication, technological, information competencies, encourages creativity, stimulates intellectual activity, develops communication skills, helps to form cross-curricular links, helps to master the skills of working in a group, forms social mobility. In addition, all this increases the motivation of students, because in this case, language learning is not a goal, but a means of creating the end-product of the activity. Even the linguistically weakest students can prove themselves here to the fullest by completing the tasks they can, and as a result, each student contributes to the project. [4; 576]

The method of projects allows to consider age and individual characteristics of students, their development and command of a foreign language. At the initial stage of language teaching, a teacher should familiarize students with the project method as a type of work. Before working on a project, a student must acquire creative and communication skills, that is, he or she must be able to, or learn to work with, literature, analyze the information they read, be able to use scientific sources, express opinions in a foreign language, participate in a conversation and more. Thus, the implementation of the project methodology requires serious training of students, the study of significant lexical material, the formation of speech skills. [5; 22-25]

It should be noted that the project work is not done in isolation from the topics that indicated on the plan and studied, on the contrary, it is closely related to them. In general, most projects should be carried out during the final lessons, when the results of its implementation assess the students' learning of certain educational material. Projects are offered to present the topic studied at the stage of creative thinking and use of material. [6; 273]

Projects have some common features:

- ✓ Use of language in communicative situations that are close to real conditions of communication;
- ✓ Encouraging students to work independently (individually or as a group);
- ✓ Search and selection of the project topic, which is of the greatest interest to the students and is directly related to the conditions in which the project is carried out;
- ✓ Search for language material, types of tasks and sequence of work according to the theme and purpose of the project;
- ✓ Visual display of the result. [7; 328]

Project works may vary in time:

- ✓ for a short duration of 1 or 2 sessions - specific tasks are distributed among groups of students to discuss possible solutions;
- ✓ creative - independent or group work of the project participants on research/creative tasks;
- ✓ information monoprojects – a student collects relevant information on any problem, analyzes, summarizes the data obtained and then shares with other students the information received. [8; 31-55]

In the project methodology there is a typology of projects that offers the following typological features:

- ✓ The dominant activity in the project - research, search, creative, role-playing, practice-oriented, trial-oriented, for example, research project activity, game activity, practice-oriented activity, etc.;
- ✓ Subject-matter sphere - monoproject (within one sphere of knowledge); cross-curricular project;
- ✓ Character of project coordination: direct, hidden (characteristic of telecommunication project);
- ✓ The nature of contacts (among participants in one institution, city, region, country, different countries of the world);
- ✓ Number of project participants;
- ✓ Duration of the project. [9; 112]

The project methodology uses all the best ideas offered by traditional and modern methods of teaching a foreign language. Developed in the first half of XX century, based on J. Dewey's pragmatic pedagogy, the project method becomes especially relevant in today's information society. Today, the project method is one of the main modern active innovative teaching methods. Working on a project gives opportunity to involve not only the intellect, experience, human consciousness in the learning process, but also feelings, emotions, volitional qualities; it promotes immersion in the educational material, improves the efficiency of assimilation, gives a sense of success. [10; 13-18] The project work involves the inclusion of mechanisms for storing and reproducing information; transferring this information to others; applying knowledge in various and variational situations; understanding of cause and effect relationships, the proportion of parts and the whole; presenting arguments and evidence, regrouping individual parts and creating a new whole, and more. Project activity promotes initiative, independence, organizational abilities, stimulates the process of self-development. [11; 85]

The method of projects contributes not only to the discovery of opportunities and abilities of the student, but also to awareness, assessment of personal resources, determination of personally significant and socially valuable perspectives. The project activity forces the student to take a fresh look at their skills, the nature of interaction with the environment. New problems emerge and require non-standard solutions, revealing considerable volitional and emotional efforts and a rather high level of self-realization. As a result, there are qualitative changes in the psychological structure of the individual, which leads to mastering communication skills.

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