

## PHILOLOGY AND LINGUISTIC

UDC 81-11

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**INTERACTIVE METHODS OF A FOREIGN LANGUAGE LEARNING:  
THE PROJECT METHOD**

***Abstract:** Defining the main substantive characteristic of the new philosophical and educational paradigm of the 21st century, practically all researchers focus their attention on its humanistic orientation. Among the variety of new pedagogical technologies in the education system for implementation of a personality-oriented approach, the most characteristic one is the project method of teaching. One of the interactive learning technologies is project work, which involves the creation of a project by one, two or a group of participants, in this case participants of educational process.*

***Keywords:** interactive methods, education, foreign language learning, project method.*

The rapid socio-economic progress that has lately been taking place throughout the world, in general, and in Ukraine, in particular, is contributing to the reform of the education system. Higher teaching requirements regarding professionalism and qualifications are being imposed on foreign language teachers. At the present stage, the necessary condition for learning is the introduction of techniques that would more effectively reveal the potential of the students, their intellectual, creative and moral qualities, and enhance motivation to learn a foreign language, enhance their cognitive

activity, encourage creative search and self-improvement. Foreign language as a discipline helps to create the conditions necessary for the development of students' cultural and personal qualities.

In the process of language education, students are prepared for intercultural communication, and the creative potential of the individual is disclosed. Not the reproductive skills to absorb the information array of knowledge, but the formation and further activation of the creative abilities of the future specialist, which are manifested in the ability to apply the acquired competencies in non-standard situations, come to the forefront and creatively solve professional problems and issues. Taking into account the above mentioned factors, the vector orientation of the humanities education, in particular foreign language teaching and learning, should change towards the use of active teaching methods that stimulate the development of students' creative abilities.

Today, many researchers are focusing on the need to enhance students' creative abilities. The problem of creative self-development of young people is the subject of research by such scientists as V. Borev, A. Danilov, N. Kuzmin, Y. Usov. The creative approach, creative personality and the process of its formation were studied by J. Guilford, K. Rogers, K. Taylor, and P. Torrens. Methods of creativity research, conditions of creative educational process were investigated by A. Markov, A. Orlov, A. Sologub.

Among the variety of new pedagogical technologies in the education system for implementation of a personality-oriented approach, the most characteristic one is the project method of teaching.

The most peculiar among the interactive teaching and learning technologies is so called project work. This kind of work involves the creation of a project by a particular student, a pair or a team of students.

The method of projects is a set of techniques, actions of students in their specific sequence to achieve the task goal, which was determined, and is meaningful for

students. This goal is also designed in such a way to equal some final product. [1; 39-43]

The main purpose of the project method is to provide students with the opportunity to learn independently in the process of solving practical problems or problems, which requires the integration of knowledge from different visual fields.

If we talk about the method of projects as a pedagogical technology, this technology involves a set of research tasks which are creative in their nature. The teacher within the project is given the role of the developer, coordinator, expert, consultant and facilitator. The project method becomes an “integrated” component of a fully developed and structured education system. [2; 8-11]

The popularity of the project method is provided by the ability to combine theoretical knowledge and its practical application to solve specific problems. In addition, the project method supports the development of new approaches to the organization of pedagogical management, and is one of the effective means of building a personally-oriented pedagogical system. [3; 256]

Project work is one of the ways to activate cognitive activity of students and intensify their learning abilities. The method of projects was proposed by the American educator W. Kilpatrick in the early XX century. The main purpose of this method was to provide students with the opportunity to gain knowledge independently in the process of solving practical problems and problems that led to the search for necessary information in various scientific sources. In the late 1980s, such a method was used for language learning as a means of intensifying students' learning abilities and other activities. A distinctive feature of the project methodology is a special form of organizing communication and cognitive activity of students in the classroom. That is, you can define the project – a specially organized by the teacher, independently performed and implemented by students (learners) a set of actions in which language communication is woven into the intellectual-emotional context of other activities (games, travel, rescue people, etc.) that end with the creation of some creative product. [4; 52]

A project is a simple methodological search – the key to constructing project tasks where the linguistic element is presented sparingly – to an advanced level where it plays a leading role. At the same time, the project work has unique opportunities for truly communicative learning of a foreign language, even when relying on minimal language material. The project is also important because in the course of its implementation, students learn to acquire knowledge independently, to gain experience of cognitive and educational activities. [5; 3-10]

The project methodology is characterized by high communication and involves the students (learners) to express their own thoughts, feelings; it ensures more active involvement in real activities: taking personal responsibility for promotion in learning. The project methodology is based on a cyclical organization of the educational process. A separate cycle is considered as the completed independent period of study, aimed at solving a certain task in achieving a common goal of mastering a foreign language. [6; 273]

The project activity forces the students to take a fresh look at their skills, the nature of interaction with the environment. There are new problems that need a non-standard solution, showing 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. The project method allows actualization of students '(learners') skills in all four types of speech activity and thus promotes the integrated formation of socio-cultural competences.

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