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**АКТУАЛЬНІСТЬ МЕТОДУ ПРОЄКТІВ ПРИ ВИВЧЕННІ  
АНГЛІЙСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ  
АКТУАЛЬНОСТЬ МЕТОДА ПРОЕКТОВ ПРИ ИЗУЧЕНИИ  
АНГЛИЙСКОГО ЯЗЫКА В ВЫСШЕЙ ШКОЛЕ  
RELEVANCE OF THE PROJECT METHOD IN STUDYING  
ENGLISH IN HIGHER SCHOOL**

Анотація. У статті автор аналізує метод проекту як один із ефективних методів вивчення іноземної мови у вищому навчальному закладі. На думку автора, цей метод відповідає сучасним вимогам, які встановлюються перед ВНЗ для підготовки фахівців. А саме сприяє розвитку творчих здібностей та логічного мислення, інтегрує знання, отримані в процесі навчального процесу, та залучає їх до вирішення конкретних, життєво важливих проблем.

Аннотация. В статье автор анализирует проектный метод как один из эффективных методов изучения иностранного языка в вузе. По мнению автора, этот метод соответствует современным требованиям, которые предъявляются к Высшей школе по подготовке специалистов. А именно, способствует развитию творческих способностей и логического мышления, интегрирует знания, полученные в процессе обучения, и вовлекает их в решение конкретных жизненных проблем.

Abstract. In the article the author analyzes the project method as one of the effective methods in studying a foreign language in a higher education institution. According to the author, this method meets the modern requirements, which are set before the High School for training specialists. Namely, it promotes the development of creative abilities and logical thinking, integrates the knowledge gained during the educational process and engages them in solving specific, vital problems.

Ключові слова: метод проекту, мотивація, творчість, самостійна робота, освітня технологія.

Ключевые слова: проектный метод, мотивация, творчество, самостоятельная работа, образовательная технология.

Key words: project method, motivation, creativity, independent work, educational technology.

**Introduction.** The new socio-economic conditions for the development of the world community entailed a change in the requirements for the professional training of specialists who must have high professional competence, be able to acquire new knowledge independently, think creatively, be able to find optimal solutions in non-standard situations, and have the ability to innovate. Accordingly, the education system faces the problem of high-quality training of competitive competent specialists of a new level, focused on personal self-improvement and professional growth.

The transition to the new educational standards sets new tasks for the university: the search and implementation of pedagogical technologies, mechanisms, methods of teaching in the educational process, ensuring the formation of competitive specialists that meet the requirements of the modern labor market.

These can be both new technologies, and those which have already been known for a long time, even if they are experiencing their own renaissance due to their relevance. To the number of the remaining ones- the method of projects can be brought to the top of the popular technology in our country and abroad which, as a pedagogical technology, includes a set of research, search, problematic methods, being creative in their essence.

**Main text.** According to the definition the project is the combination of separate acts, documents, previous texts, ideas for the establishment of a real object, an object, a stem of a theoretical product. Apparently, the method of projects is a way of achieving didactic information through a detailed analysis of the problem (technology), which is to lead to a real practical result, shaped properly in a certain way. [3, p. 193]. The basis of the project method is the development of students' educational tools, ability to construct knowledge, operating in the information space; development of a critical and creative thinking.

It is the project activity as one of the forms of educational activity according to the opinion of modern domestic and foreign specialists in this spheres, is capable of making the educational process for the student personally significant, in which he can fully reveal his creative potential, show his research abilities, imagination, creativity, activity, independence.

Modern pedagogy offers the following general didactic typology of projects.

- 1) according to the dominant method or type of activity in the project: research, creative, role-playing, informational, practice-oriented, etc.;
- 2) in the subject area: mono project (within one area of knowledge) and interdisciplinary project;
- 3) by the nature of the project coordination: with open, explicit coordination (direct) and with hidden coordination (implicit, imitating the project participant);
- 4) by the nature of contacts (among participants of one school, one class, city, region, one country, different countries of the world): internal, or regional, and international;
- 5) by the number of project participants (individual, pairs, group);
- 6) by the duration of the project (short-term, average duration, long-term) [3, p. 197].

Work on a project at English lessons is a combination of independent work with a pair or group form of project activity, it presupposes the availability of knowledge from various fields of education, the penetration of the English language into other activities.

The project is a work independently planned and implemented by students, in which verbal communication is organically connected with the intellectual and emotional context of other activities (games, travel, magazine release, etc.). The project is an opportunity for trainees to express their own ideas in a creatively thought-out form convenient for them: making collages, posters and announcements, conducting interviews and research (with subsequent design), demonstrating models with the necessary comments, drawing up plans for visiting various places with illustrations, a map and etc. In the process of project work, responsibility for learning is assigned to the student himself as an individual and as a member of the project team. The most important thing is that the student, and not the teacher, determines what the project will contain, in what form and how its presentation will take place [4, p. 38]

The main goals of introducing the project methodology into the educational process when organizing students' independent work are as follows:

1. Show the ability of students to use the research experience acquired in the learning process;
2. Realize your interest in the subject of research, increase knowledge about it and convey it to the interested audience;
3. Demonstrate the level of proficiency in a foreign language;
4. To improve the ability to participate in collective forms of work, for example the ability to work in cooperation;
5. To create conditions for the development of the student's personality, as the project develops active independent thinking and teaches not only to remember and reproduce the knowledge that the university gives, but to be able to apply it in practice;
6. Teach to acquire knowledge independently, systematize and process information, draw conclusions about the work done [2, p. 189].

When organizing work on a project, it is important to comply with several conditions:

1. The topics of the projects can be related both to the country of the target language and to the country of residence; students are focused on comparing events, phenomena, facts from the history and life of people from different countries, approaches to solving certain problems, etc.;
2. The problem offered to students is formulated in such a way as to orient students towards attracting facts from related fields of knowledge and various, if possible, authentic sources of information;
3. The design of the project should be varied; the subject should be close and interesting to students, the task should correspond to the language training and their level of knowledge.

Work on the project includes 4 stages:

- 1) Planning. Students are presented with a hidden problem that needs to be identified and formulated. Then students, with the participation of the teacher, discuss the content and nature of the project, develop a plan for its implementation.
- 2) Performance. The main search work is underway, collecting the necessary information to disclose the topic of the project. Formation of skills of independent work.
- 3) Presentation. Protection of projects, presentation of the results of the work done orally or in writing, depending on the goal and the type of the final product.
- 4) Control. Evaluation of the results of the work done, summing up.

From the contents of the stages, we see that the project methodology is able to make the educational process not only cognitive in terms of acquiring new knowledge and mastering the skills of foreign language speech activity, but also interesting, useful for students as they have the opportunity to reveal their creative potential, to show research and organizational skills, imagination, activity and independence.

The use of the project method in the process of teaching English allows students to form linguistic and regional knowledge, at the same time develop skills and abilities in the process of listening, speaking, reading, writing, and also improve various aspects of the language, teach speech etiquette, and also provide many opportunities to think and talk about themselves, their life, interests, hobbies.

The application of the project methodology drives the students' interests to develop their internal motivation thanks to the transfer of the process center from the teacher to the student. A positive motivation is the key to a successful way for a language learning. Modern approaches for languages teaching mean the importance of interaction and cooperation between students as a motivating factor [1, p. 38].

A foreign language teacher teaches different types of speech activities, so we talk about communicative competence as one of the main goals of foreign language teaching. According to Ye.I. Passov, communicativeness presupposes the linguistic orientation of the educational process, which consists not only of the fact that the linguistic practical goal is pursued, but of the fact that the path to this goal is the practical use of language [4, p. 97]. Practical linguistic orientation is not only a goal, but also a means, where both are dialectically interdependent. In order to form the necessary students' skills in a particular type of speech activity, as well as linguistic competence at the level defined by the program and standard, active oral practice is required for each student. To form a communicative competence outside the language environment, it is not enough to saturate the classes with conditional-communicative or communicative exercises that allow to solve communicative tasks. It is important to give students the opportunity to think, to solve any problems that give rise to thought, to think about possible ways to solve these problems, so that the students should focus on the contents of their statements, so that the focus was on a thought and language acted in its direct function - formation and formulation of these opinions.

It should be remembered that in order to complete all the tasks of the project, the student must possess certain intellectual, creative and communication skills. These include the ability to work with text (highlight the main idea, search the

necessary information), analyze information, make generalizations and conclusions, and work with various reference materials. Creative skills include the ability to generate ideas (this requires knowledge in various fields).

When using the project method in teaching a foreign language, the role of the teacher also changes, new relationships are built between the teacher and the students. It is different at different design stages. The teacher acts as a consultant, assistant, observer, source of new information, coordinator. The main task of the teacher is to convey the ways of working, not specific knowledge, i.e. the emphasis is not on teaching but on learning. A thoughtful teacher prepares for the lesson, predicting the possible speech and non-speech actions of the students, planning the level of supports required for each group of students separately. All this makes the lesson quite productive.

When working on projects, students face the following difficulties: there are many unfamiliar words that were not in textbooks, it is difficult to compare material from several sources and choose material that is relevant to the topic, it is difficult to construct logically their own text so that it is interesting to listen to it. These difficulties can be overcome when the teacher and students work together. The teacher must correct errors in the preliminary (electronic) version of the project, because information with errors should not be reproduced in front of the students' eyes, because many students have well-developed visual memory. In this case, the problem of differentiating estimates arises if all projects are completed ideally. For this, special emphasis is placed on oral presentation, because it is here that independence, individuality and, in the end, understanding of the essence of what is stated are manifested.

**Summary and conclusions.** Thus, the project method has the following advantages:

- it is characterized by high communication and active involvement of students in educational activities;

- work on the project is combined with the creation of a strong language base for students;

- the use of the project method allows to create conditions for the development of the student's personality, as it develops active independent thinking and teaches the student not just to memorize and reproduce knowledge, but to be able to apply it in practice;

  - the process of working on the project stimulates students to be active;

  - when defending projects, the student acts as an individual who is able not only to assess the reality, but also to design any necessary changes to improve foreign language proficiency.

So project work is an effective means of students' development, expansion of language knowledge. It is also a real opportunity to use a foreign language, to apply knowledge gained in other subjects. The analysis of the essence of the project method allows us to conclude that the project work of students promotes the activation of cognitive activity, development of creative abilities of students, formation of professional competence, development of independence, growth of

personal qualities and its use in the educational process of the university.  
corresponding to the requirements of modern society.