

• вчитель має враховувати мету, завдання гри в процесі роботи на уроці, зважати на вікові особливості та інтелектуальні здібності учнів при застосуванні допоміжних методів роботи.

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### PROJECT METHOD OF TEACHING ENGLISH TO STUDENTS OF LINGUISTIC SPECIALTIES

*The article deals with the problem of project method of English teaching to students of linguistic specialties. Different aspects of using the method, its stages and types of work are described. The influence of the method on the communicative abilities of students and their level of practical knowledge of a foreign language is analysed. The article proves that project method is aimed at the development of students' creative abilities and stimulating their independent productive educative activity. According to the author, implementation of the project method in teaching process allows to improve education, increase the motivation of students and the level of knowledge of a foreign language.*

**Key words:** *project method, teaching technology, person-oriented approach, creativity.*

In the context of European integration of Ukraine, the professional foreign language training of competitive specialists requires a special approach. Moreover, according to the Bologna Declaration and the updated Law on Higher Education, it is important to develop the creative abilities and personal interests of each student, to stimulate an individual independent extra-curricular activities for the purpose of self-education and self-improvement of students. Modern university graduates have to properly act in various foreign language communicative

situations to clearly perceive and reproduce information at the international level and to establish international contacts. To meet such requirements, scientists believe that new teaching techniques, one of which is project method, should be applied.

Project method is a research activity, since students are in the creative search of the necessary information, tools and methods for individual or group presentation of the project in the classroom. During the preparation and implementation of the project, passive lexical, grammatical, methodological knowledge and skills of the student are intensified, his professional abilities are manifested. Thus, project method is gaining popularity in teaching of students since it helps to create motivation for students to learn a foreign language, activate thinking, memory and attention, develop linguistic and sociocultural competences as well as improve the professional foreign language competences of students in oral and written speech. Further exploration and analysis of the project method lead to increase in its usage effectiveness.

Language scholars are in the continuous search for new advanced teaching methods of foreign languages. Such people as N. Abisheva [1], F. Begom [3], O. Dyomina, T. Dusheina [5], P. Kitaygorodska [6], I. Oliynyk, O. Pata, E. Polat [8], and others have dedicated their works to the study of innovation teaching methods. Interactive learning technologies, their theory, practice, experience have been studied by O. Pometun, L. Pirozhenko [9]. British researchers in the field of project teaching methods of foreign languages are J. Dewey, T. Hutchinson, V. Kilpatrick, J. Pitt and others [12]. They argue that innovative learning technologies are the most appropriate means of solving any problem. In practice, project method, information technologies and technology of language portfolios are gaining popularity at present.

The **aim** of the article is to study various aspects of using the project method, its stages and types of work as well as the effectiveness of project method of teaching a foreign language to students of linguistic specialties at universities.

The project method is one of the most progressive methods of foreign languages teaching in higher education institutions, since it is based on a personality-oriented approach to teaching. Application of the method in the educational process allows to simulate scientific and creative research activities. There are many approaches to defining the concept of project method: this is not an algorithm consisting of clear stages, but a model of creative thinking and decision-making [2, c. 230–236]; a set of certain actions, documents, previous tests; the idea to create a real object, an object, the creation of various theoretical products [8, c. 10–15]; a joint educational, cognitive, creative or game activity of partner students, which has a common goal, agreed methods, means of activity aimed at achieving a common result in solving a common problem that is significant for the project participants [8]; purposeful, mostly independent work of students under the flexible leadership of the teacher, aimed at solving a certain research problem and obtaining a concrete result in the form of a material or ideal product, that is prepared in accordance with the analysis of the information and has some practice based conclusions about a certain process [11, c. 289–298].

According to E. Polat, there are eleven kinds of projects:

- research projects that require a clearly formulated project system, its purpose and final results, thought-out methods of experimental research and methods of processing statistical data;
- creative projects do not have a well-developed structure, they develop in the process of the project, for example, it can be the preparation of video films, collages, etc.;
- role-playing projects: the structure of the project's implementation remains open until the end; each participant chooses a role for which he acts in certain fictional situations. An example of such projects is a theatrical project;

- practical-oriented projects have a clearly defined goal focusing on the social interests of participants;
- mono-projects;
- interdisciplinary projects;
- projects with open coordination (the teacher participates in the project as the coordinator, organizing and directing students into the right direction);
- hidden co-ordination projects (the teacher does not interfere in the work on the project, but when studying conclusions from studies, checking notes, records, closely monitors the project work);
- internal or regional projects between groups of one educational institution or between institutions;
- international projects;
- telecommunication projects [8].

The project is implemented according to a certain scheme. The first step is preparation for the project. During this process it is necessary to carefully study the individual abilities, interests, life experience of each student; choose the topic of the project, formulate the problem, offer students the idea, discuss it with them. Organization of project participants is the second step. First of all, groups are formed where everyone has his or her task. Before distributing responsibilities it is necessary to take into account students' inclination to logical considerations, to substantiation of conclusions, to the design work. Next, there is implementation of the project that is related to the search for a new additional information, discussion and documentation. Presentation of the project by each group is the fourth step. And the last one is summarizing when the assessment of students work takes place [10, c. 30–31].

The main task of the teacher in the process of teaching that is based on the project method is the creation of such pedagogical conditions that would motivate students to conduct researches, stimulate them to improve the foreign language competence, and reflect personal intentions and interests. The versatility and functionality of the project method for teaching foreign language students is reflected in engaging a number of students with different levels of foreign languages, usage of interdisciplinary connections and correlation between students of different universities.

There are also some main principles of the project work [4, c. 82–83]:

- variability;
- solving problems;
- cognitive approach to grammar;
- learning with pleasure;
- personality factor;
- adaptation of tasks.

According to the principle of variability, individual and group forms of work, variety of texts (dialogs, letters, tables, descriptions, charts, maps, comics, various themes and exercises) should be used. Besides, the process of learning a language becomes more effective when we use foreign languages to solve problems that make us think. Assisting in the mastering of rules and grammatical structures helps to overcome the fear of grammatical mistakes, according to the principle of cognitive approach to grammar. Satisfaction is also one of the most important conditions for the effectiveness of learning, so it is necessary to include games, jokes, songs, riddles, and interesting tasks in the educational process. With the help of project work, students have the opportunity to think and talk about themselves, their lives, their hobbies, interests, etc. However, it is crucial that tasks match the level of training of students.

The project method not only enables students to study topics more deeply, but also encourages their broad-mindedness, teaches communication, enables to independently process information, helps to develop creativity and individual abilities of students. The method of projects is aimed at developing active independent thinking and teaching to apply knowledge in practice. The design method involves a high level of individual and collective responsibility for each task of a project. The teacher only creates situations for the student's creative activity. This method diversifies the routine learning process, facilitates the differentiation and individualization of learning. Usage of project method is the most effective in higher education, since the essence of the method corresponds to the basic psychological characteristics of the students, their motives and needs, which allows them to present their personality. First of all, this is due to the problematic nature of the project method of teaching, its integrity, and autonomous nature of project activity.

Consequently, the implementation of the project method in teaching a foreign language allows improving the educational process and increasing the motivation of students, their level of foreign language proficiency. The method of projects enhances the communicative skills of students, their level of practical knowledge of a foreign language. Implementation of this method in higher education allows us to talk about project as a pedagogical technology that helps to effectively solve problems of a personality-oriented approach in teaching of intercultural communication.

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