

Efficiency Of Using Method Of Projects In Foreign Language Classes

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Abstract: the article analyses the efficiency of using project based learning in teaching process and deals with its organizational process. Project activity is a means of training and personal development. The advantages of this system of classes are also obvious: high motivation, enthusiasm and interest of student, the connection of acquired knowledge with real life, identification of leaders, development of cooperation and scientific inquisitiveness, self-control, better knowledge consolidation, conscious discipline of the group, etc. The experience of many teachers proves that this method destroys the routine.

Key words: specialist, project based learning, project, authentic sources, self-education, linguistic knowledge, personality.

In modern conditions of the rapid development of science, the rapid update of information, it is impossible to teach a person for life; it is important to lay the foundations of linguistic knowledge in it, to develop interest in their accumulation and in continuous self-education. One of the goals that the teacher sets for himself is to form the personality of the student, a future specialist, capable of self-regulation in the field of lifelong education, and therefore the question arises of the quality of professional training of students.

Using project based learning during the classes is a relatively high level of complexity of pedagogical activity, which implies a serious qualification of the teacher. The basic requirements for the use of project technology: the presence of a significant research or creative problem or task requiring integrated knowledge, research search for its solutions; practical, theoretical, cognitive significance of the intended results; structuring the content of the project (indicating phased results); the use of research procedures (definition of a problem, hypothesis and the problems arising from it, and ways to solve them, finalizing results, analyzing data,

summarizing, adjusting, conclusions)¹.

Further work on the project is a solution to this problem. In the ideal case, the problem is identified in front of the project team. The search for a socially significant problem is one of the most difficult organizational tasks that a teacher-project manager has to solve together with students - designers.

The implementation of the project begins with the planning of actions to resolve the problem, in other words, with the design of the project itself, in particular with the definition of the type of product and presentation form.

The most important part of the plan is the operational development of the project, which contains a list of specific actions, indicating outputs, timelines and responsible. But some projects (creative, role-playing) cannot be immediately clearly planned from start to finish.

Each project necessarily requires student research.

Thus, the distinguishing feature of the project activity is the search for information, which will then be processed, comprehended and presented by the participants of the project team.

The result of work on the project, in other words, the output of the project, is the product.

In general terms, this is a tool that was developed by members of the project team to resolve the problem.

The prepared product should be presented to the customer and (or) members of the public, and presented convincingly enough as the most acceptable means of solving the problem.

According to psychologists and educators (V.V. Davydov, A.K. Dusavitsky, D.G. Levites, V.V. Repkin, G.A. Zuckerman, D. B. Elkonin and others), the effectiveness of using or another developing active method, to which the project fully applies, is largely determined by the teacher's position, its focus on creating a

¹ Belogradova V.P. On the research activities of students in the project method // Foreign languages at school. - 2005. - No. 8.

personality-oriented pedagogical space, a democratic style of communication, and dialogue forms of interaction with student. Also in the psychological and pedagogical literature it is repeatedly emphasized that "an essential condition for the teacher to choose the most effective methods that optimize teaching is knowledge of the students' real abilities, the development of their intellect of will, motives." In addition, in a number of works, the need for systematic use of active methods, a gradual increase in the degree of student's independence in educational and cognitive activities, and a decrease in various types of teacher assistance is noted. All this, of course, applies to the application of the design method in high school. However, for productive design and educational activities, younger students also need special readiness, "maturity," which is as follows.

The formation of student's independence, initiative and responsibility, primarily the education of the ability to learn, is now understood as the leading value and goal of the formation of the new century.

The main goal of the project activity is the realization by student of their abilities and personality potential. The main fundamental principle of the project based learning is to proceed from the interests of the student himself, the student's interests of today, directly related to the current practical and spiritual needs of the student themselves, their loved ones, society.

The project method is a flexible model for the organization of the educational process, focused on the development of students and their self-realization in activities. He promotes the development of observation and the desire to find explanations for his observations, teaches to ask questions and find answers to them, and then checks the correctness of his answers, analyzing information, conducting experiments and research. He opens the way, showing how to move from verbal education to education in life itself and life itself.

Project training is indirect, and not only the results are valuable in it, but also the process itself to a greater extent. Project-based learning stimulates the true

teaching of the students themselves, because it: is personally oriented; uses many didactic approaches; self-motivated, which means an increase in interest and involvement in the work as it is completed; allows you to learn from your own experience and the experience of others in a particular case; brings pleasure to students using the product of their labor.

The project method in high school allows you to most widely cover all types of student activities, as it includes cognitive, game and creative activities.

The implementation of the project method in practice leads to a change in the position of the teacher. From the carrier of ready-made knowledge, he turns into the organizer of the cognitive activity of his students.

Education of students in project activities, their organization and leadership by adults affects the formation of psychological neoplasms of the personality, the formation of means and methods of mental activity, the maturation of mechanisms of voluntary regulation of personality behavior.

It is this pedagogical technology that allows shifting the emphasis from the process of passive accumulation by the student of the amount of knowledge to mastering him in various ways of activity in the conditions of accessibility of any information resources, which, undoubtedly, contributes to the active formation of a creative personality that can solve non-traditional tasks in unusual conditions.

According to A.A. Verbitsky², the situation when a student acts as an “object” of learning influences does not provide conditions for the development of an active position of a student in educational and cognitive activities, complicates the processes of his professional self-determination. And since in real professional activities a specialist constantly encounters various problems, his task is to directly respond to them and solve them independently. Thus, the main idea of such an approach to teaching foreign languages is to shift the emphasis from all kinds of exercises to the active mental activity, where the role of a teacher is an assistant,

² Verbitsky A.A. Active learning in higher education: a contextual approach. M., 1991

capable, depending on the goals and objectives that they set for themselves students, to choose teaching methods and technologies that promote personal and professional growth.

One of the methods that provides students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, which requires not only knowledge of a foreign language, but also the integration of knowledge from various subject areas, is the project method. A number of authors attribute it to methods and, accordingly, to technologies of a personality-oriented approach in teaching foreign languages, according to which the student, and not the teacher, should also be at the center of learning, the activity of cognition and, based on this, the ability to acquire knowledge should be developed.

German methodologists distinguish the following features characterizing the design work in teaching a foreign language:

1. Project work has a practical, professional orientation and should meet the interests of students. The connection between theory and practice should be visible. Thanks to this orientation, the connection between language and action, language and situation is known specifically. In determining the topic, students focus on their own interests.

2. Project work has a specific purpose. In the lesson of a foreign language, the goal must be set so that the foreign language can be used in a communicative form, oral or written.

Work on the project contributes to the independent activities of students. This means that students should have as much independence as possible, not only when choosing a project topic, but also when planning work on a project. The teacher acts in a new role for him; he organizes monitoring, and is not a controller.

Focus on results, product activities. The product can take various forms, either a website, or a power point- presentation, a telephone conversation recorded on a

tape, an exhibition, a promotion, an excursion, a holiday, a discussion, talk shows, a poster, a quiz, a collage, a brochure, etc.

The social orientation of the educational process. To achieve this goal, to solve the problem and present the results of activities, students should work together, which involves the development of such socially important qualities as mutual respect, tact, the ability to express and accept criticism, it is necessary to be able to establish and adhere to certain rules of behavior, resolve conflict situations.

Project work contributes to the implementation of inter subject communications in the learning process. There is a huge variety of project types. By duration, mini-projects are distinguished within the framework of one training session, as well as those projects that last from several days to a year or more and go beyond the educational process. By the nature of contacts, projects can be divided into domestic and international. The latter involve the search for partners in project work in the country of the language being studied, which makes it possible for direct intercultural communication. According to the dominant method or type of activity: research, creative, role-playing, practice-oriented. By the number of participants: individual, pair, group³.

Work on the project is divided into the following stages:

- Initiating a project idea by a teacher;
- Choosing the topic of the project, based on the educational material, vocational guidance and interests of students;
- Collecting ideas.
- Development of a project structure, general plan;
- definition of a project idea in writing;
- exchange of ideas, expression of interests and desires;
- Work in groups on project implementation; planning presentation of project work; drawing up a step-by-step plan of design work (who,

³ Gaidenko, E. Project activities of students. Steps in science - from the 1st grade [text] / E. Gaidenko // High school. - 2006. - No. 10. - Pp. 2-3.

how, what, why?);

- Search and processing of the necessary material;
- Discussion of the intermediate results of the work done; correction by the teacher of errors in the use of language units; preparation of the presentation of design work.

I would like to draw attention to the final stage of the design work, reflection. Reflection is of great importance in project work, and it is very important that students themselves take on the function of evaluating performance. German methodologists offer a number of the following questions that help students evaluate the process and outcome of project activities:

What did we do?

How did we do this?

Why did we do this?

What competencies were required for this?

What role did we assume in the design work?

What experience was acquired by me personally and in the work of the group?

What could be done differently?

Project training has great educational potential, as it motivates students to gain additional knowledge, contributes to the development of social and business competencies (planning, information search, decision making, systematization, group communication, discussions, cooperation, presentation of results, assessment, etc.) The project method satisfies the need for active, independent, practically oriented training and makes it possible to prove ourselves and achieve success for weaker students.

Since a foreign language is used in situations as close to reality as possible, including professionally oriented ones, students in practice see the advisability of using a foreign language. Using authentic sources from the Internet, they receive

information on aspects related to future professional activities, not only within the framework of their own culture, but also the culture of the country of the language being studied.

Thus, the project based learning is a method of searching, creativity, solving certain didactic problems. For students, this is a way to express themselves, to show their knowledge. In project activities, it should be noted that the main role is played by the teacher, who guides the student in the right direction. Many different classifications of stages of project activities are considered. You may notice that they differ slightly. One classification of the stages of project activities complements another. But a more acceptable classification is N.Yu. Pakhomova. In this classification, all stages of project activities are disclosed in detail, such as immersion in the project, organization of activities, implementation of activities, presentation. Using the project method increases the likelihood of students developing creatively; the combination of theory and practice naturally occurs, which makes the theory more interesting and more real; the activity of students develops, which leads them to greater independence; a sense of social responsibility is being strengthened, and, among other things, student in the class experience true joy. In working on a project, a teacher must fulfill a number of basic requirements. He should be a leader, and a specialist, and an enthusiast, and a coordinator, should play several roles in this work. The teacher must have a high level of general culture, a set of creative abilities.

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