

UDC 378

PROJECT METHOD AT THE FOREIGN LANGUAGE LESSON AS A MEANS OF STUDENTS' INDEPENDENT WORK ACTIVATION

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Abstract. *The article deals with the Project method which is appropriate to apply in the educational process of higher education in order to achieve the formation of students' ability to work independently, contributing to a shift in focus from the active work of the teacher on the active work of students.*

Keywords: *Project method, independent work, higher education, foreign language.*

One of the current problems in teaching foreign language today is the need to apply the knowledge gained by students in practice. Provision of the necessary background knowledge to learn foreign languages can be achieved by a variety of teaching techniques.

The Project method makes it possible to use this knowledge in practice and at the same time to generate new ideas and to develop teaching and learning process and creative abilities of students.

It should be noted that the application of the project methodology in educational activity enhances students' interest in learning the foreign language through the development of intrinsic motivation. A positive motivation is the key to successful language learning [1, 38].

Project work is aimed at solving specific problems, the best way to achieve pre-planned outcome. These activities may include research items, papers, reports and other types of self-realization of students' own ideas, but only as a way to achieve the project results [2, 39].

At the same time, the project technology is aimed at the early formation of professionally significant competences in students, on the personal development of students, their creativity, independence in carrying out the project. It also combines all kinds of teaching and learning work: individual, pair, group, collective [1, 140].

In practice, the application of the method of projects leads to the transformation of the role and functions of the teacher. The teacher plays the role of an observer, assistant coordinator, consultant of cognitive activities of their students. The main task of the teacher in this case becomes the transmission of certain knowledge as an indication of the variation methods [5, 43].

The project is characterized by a strict structuredness. Most often, there are three main structural components of the project: preparation, basic and final. Sometimes it is supplemented by a stage of practical use of the results obtained during the project [4, 67].

In the preparatory phase of the project, a topic is introduced and debated and at the same time it provides the basic vocabulary, grammar, the students are mastered in the basic sentences for the proposed theme. It must be kept in mind that tasks should correspond the individual level of each participant in the project. The theme of the project often determines the success and effectiveness of the project work ultimately as a whole.

At the organizational phase of the work it is very important not only to formulate a theme and the final goal of the project but it's also necessary to determine the time-frame, create and discuss a sample work plan, consider ways to collect and view the necessary information to choose the optimal form of presentation of the results.

This is followed by the main stage. Typically, at this stage of the activity goes beyond the classroom. The main task is to gather information. At the same time, students are working with the various sources of information, the search for new knowledge, forming their own opinions and views on the subject of research.

Ability to use a foreign language in real situations of everyday life at this stage contributes to optimal assimilation and retention of knowledge of the foreign language.

The third stage of the work is a presentation of the project. The authors themselves must decide in what form they will present their project. The awareness of the positive experience in the finished work of the students is also important [3, 280].

An example of a project in English for students of 1 course can be a project on the topic "Cinematography". According to its type of the proposed project, it is with open coordination, textual, productive, group, short-term and a mono project. It provides the following tasks:

- educational: the formation of communicative abilities and language skills, providing informative and communicative needs of high school students; development of skills of written speech use in the design and research work;
- developing: the development of intellectual and creative abilities, acquisition of experience of creative activity; acquisition of experience of design and research work; development of skills to generate ideas;
- pedagogical: raising interest in the study of the English language; formation of informative activity of students; education ethics of interpersonal communication; expansion of scholarship students; cultural studies enrichment.

Thus, on the basis of the above, it can be summarized as follows: design methodology oriented personality involves the use of accounting and in the learning process of individual students properties. All this allows to call the students' motivation and interest in learning activities, and therefore to strengthen the independent activities of students.

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ПРОЕКТНЫЙ МЕТОД НА УРОКЕ ИНОСТРАННОГО ЯЗЫКА КАК СРЕДСТВО АКТИВИЗАЦИИ САМОСТОЯТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

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***Аннотация.** В статье рассматривается проектный метод, который целесообразно применять в учебно-воспитательном процессе высшей школы для достижения формирования умения учащихся работать самостоятельно, способствующий смещению акцента с активной деятельности учителя на активную деятельность учащихся.*

***Ключевые слова:** проектный метод, самостоятельная деятельность, высшее образование, иностранный язык.*