PROJECT METHOD IN TEACHING ENGLISH

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ABSTRACT

The aim of this article is to point out the importance of Project work in teaching English and clear out the how it influences on to pupils in the learning process. On the basis of studied sources we could say that the Project work has the advantages as to highly motivate the pupils when they are involved into the process; all the four skills are integrated in it.

Keywords: Project, contribute, significant, goal, linguistic.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The subject of "foreign languages" at school solves different problems. Regardless of which language children learn, we know that a foreign language, the language of another country, develops attention, memory, observation, broadens the horizons of students.

Learning a foreign language introduces students to the cultural heritage and spiritual values of their and other peoples, thereby solving the problem of humanizing education.

When studying foreign languages, the most significant results are given by the project method. It allows you to create a creative atmosphere in the lesson, where each student is involved in an active cognitive process based on the methodology of cooperation.

The methodology of project training is widely used in our school to generalize knowledge and skills on the topic studied. In our understanding, the project is a creative activity of a schoolchild, corresponding to his physiological and intellectual abilities, taking into account the requirements of the state standard. The fundamental researches in the given field were carried out by such prominent scientists and methodologists as Legutke M., Thomas H., Heines S., Brumfit C., Hutchinson T., Fried-Booth D. and others.

Legutke[1] and Thomas in their book suggest and analyse three types of projects: encounter projects, which enable students to make contact with native speakers; text projects which encourage students to use English language texts, either a range of them to research a topic or one text more intensively, for example, a play to read, discuss, dramatize, and rehearse; class correspondence projects which involve letters, audio cassettes, photographs, etc. as exchanges between learners in different countries.

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[1] Legutke M., Thomas H. Process and Experience in the Language Classroom. – Harlow: Longman, 1991. – 200p.

The aim of the projects is to contribute to the formation of a system of knowledge and skills embodied in the final intellectual product; to promote independence, the ability to think logically, see problems and make decisions, receive and use information, plan, develop literacy and much more.

First of all, a foreign language teacher teaches children ways of speech activity, so we talk about communicative competence as one of the main goals of learning. Another explorer of the Project Work Method, Brumfit[2], provides the analysis of projects in which advanced adult students elect to work in groups to produce a radio programme about their own country. A range of topics, for example, ethnic groups, religion, education, are assigned to the groups, who research their topic and write and rehearse a script.

The main idea of such an approach to teaching a foreign language is to shift the emphasis from various types of exercises to the active mental activity of students, which requires proficiency in certain linguistic means for its design. Hutchinson[3] dwells upon a project on 'Animals in Danger' for secondary school students, in which they use knowledge from Science and Geography to research threatened species, write an article, and make a poster

Only the project method can solve this didactic task and turn foreign language lessons into a discussion, research club.
What is the essence of project training?
The design method appeared in 1919 in America. This method is based on the ideas of Dewey, Lai, Thorndike and other American scientists.
The main idea is as follows:
1. With great enthusiasm, the child performs the activity that he himself freely chooses;
2. Activities are sometimes built not in line with the subject.
3. The slogan of this activity: "Everything from life, everything for life."
The project method, as a pedagogical technology includes a targeted focus, scientific ideas, which are based on the system of actions of a teacher and student, evaluation criteria and a qualitatively new result.
By the number of project participants, personality, pair and group are distinguished. Groups are most often used in our practice.
In this case, it is necessary from the methodological point of view to correctly organize the activities of the project participants in the group of students, and the role of the coordinating teacher in this case is especially important.
The group project method has the following rules and principles:
1. There are no leaders in the team. All team members are equal.
2. Teams do not compete.
3. All team members should enjoy communicating with each other, because they complete the task together.
4. Everyone should be proactive and contribute to the common cause.
5. Responsibility for the final result lies with all team members.
Groups of students are formed taking into account psychological compatibility, while in each group there is a strong student, medium, weak. The group selects one task, but when it is

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[2] Brumfit C. Communicative Methodology in Language Teaching. The Roles of Fluency and Accuracy. – Cambridge: Cambridge University Press, 1991. – 500p.
[3] Hutchinson T. Introduction to Project Work. – Oxford: Oxford University Press, 1996. – 400p

performed, the roles are distributed. Each student receives an independent piece of work in the project.

In the process of project implementation, students come to the conclusion that the success of the entire project depends on the success of each, therefore, each participant is actively involved in the search for new information, in the "acquisition" of knowledge. When working on a project, students learn to work in a "team", be responsible for the implementation of their job, and evaluate the results of their work and the work of their comrades. And this is a huge incentive for the active assimilation of knowledge.

Having mastered the culture of fulfilling project tasks, the student learns to think creatively, plan his actions independently, predicting possible solutions to his tasks, and to realize the means and methods he has learned.

When using the project method, the role of the teacher changes. It is different at different stages of design. The teacher acts as a consultant, assistant, observer, source of information, coordinator.

Ironically, one of the greatest problems that often arises among more advanced learners is the fact that they can already function in English for a lot of everyday purposes and, instead of extending their knowledge, go on just using what they already know. To be successful at an advanced level, thin is not enough. You have to make a [4]'quantum leap'. You have to aim to function like a mature, well-educated native speaker of the language. This means that you need to be able to draw upon your experience of the world and to have a reasonable, though not specialist, knowledge of any subject you are speaking or writing about. The content is vitally important, because if this is too limited, your language will be correspondingly limited - you won't need and therefore won't use more advanced structures and vocabulary.

The main task of the teacher is not to transfer specific knowledge, but to learn how to work to obtain knowledge.

To convey the methods of work, algorithms are developed for solving typical tasks such as highlighting a problem, finding an approach to solving problems, working with information sources, a critical analysis of the text, and a description of the results of activities.

Separately, it should be said about the coordination of projects and the organization of external evaluation, since it is well known that the best improvisation is one that is well prepared. Therefore, if the teacher decided to use the project method when studying some section of the program's issue, he should carefully think through, develop, calculate.

If students are supposed to formulate a problem according to the situation suggested by them, the teacher himself must predict several possible options. Pupils can name some of them; the teacher brings the guys leading questions, situations to others.

Students are also invited to produce an advertising poster, booklet, poster or album with short texts, drawings, photos, postcards, reflecting the most essential content of the topic, by the time they finish studying the topic.

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[4] in other words a significant jump towards something much more sophisticated and wide-ranging.

This may well be framed as a project task, if given at the very beginning of the study of the topic and to build the entire study process, as aimed at the implementation of the project.

For example, if the study of the topic "Cities of the USA" begins, then students will be given the task of creating an advertising booklet "Through the Cities of the USA".

This form of work is very popular with students. Here is what they wrote about it in their reviews:

"I can communicate more with my comrades."

"I saw many classmates from a completely different perspective. I never thought that my friends had such talents!"

- "It's great and fun!"

- "We learn a lot, about each other, learn to respect the opinions of others."

"You have to think a lot, read, go to the libraries, sometimes even not to sleep at night to come up with something that could impress others. It's interesting!"

"I like that others listen to what I'm talking about and respect my point of view. In ordinary life, this is not often."

The project method is a personality-oriented learning aimed at developing a student. In cooperation with the teacher and other students, the motivation for learning is improved, the tension is relieved, the faith in one's success is increased, and thus, the results that can be obtained after applying this technology are as follows:

- strong and deep assimilation of knowledge;
- a high level of students' independent work;
- a high level of scientific knowledge in students;
- the ability to work in a group, to conduct a group discussion;
- rallying the children's team;
- motivation of collective achievements.

Problems that can be solved using the project method:

- low level of active, independent work of students;
- overload of teachers and students.

Based on the foregoing, the following conclusions can be drawn:

1. At the center of the educational process is the student, his cognitive and creative activities.

2. The role of the teacher in such an educational process is extremely responsible, but it is different than with traditional teaching.

3. Pupils to a large extent take responsibility for the success of their educational activities.

4. The main goal of such training is the development of students' intellectual and creative abilities, so that the school student is capable of self-realization, independent thinking, and making important decisions for himself.

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