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THE PROJECT METHOD IS AN EFFECTIVE TOOL
IN TEACHING ENGLISH

In recent years, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language. One of the effective tools of teaching English is the project method.

The project method is a system of teaching when students gain knowledge and skills during planning and carrying out proper tasks which are getting more difficult gradually. It is a complex of search, research, graphic and other kinds of works carried out for the purpose of practical and theoretical solution of important problem.

E.S. Polat assumes that «the co-operative learning is not only easier and more interesting, but much better. It is important that the effectiveness of the following method applied not only to the academic success of students, but also to their information and intellectual development, moral development» [p.3].

The main goal of this technology is creating conditions for active joint learning activity of students in different learning situations. There each one is responsible not only for his own work result but for the whole team's work result. The project method allows transferring lessons into a discussion or research club with solving interesting and practically significant problems. It can be applied as lessons and as long-term activity.

The method of projects is widely used all over the world mainly because it allows to combine all the students` knowledge from different fields to solve one problem, and it also gives the opportunity to put these knowledge into practice, producing new ideas at the same time.

The main principles of the project method are:
1. the principle of purpose;
2. the principle of activity;
3. the principle of experience;
4. the principle of social experience;
5. the principle of reality;
6. the principle of freedom;
7. the principle of utility [2].

Yu. Lytvyna distinguished such advantages of using project method:
– simultaneous integrating self-directed and group activity, opportunity for fulfillment, team work;
– fulfillment of age needs in independent practical activity;
– result assessment and their social importance;

– opportunity to see the own activity results;

– opportunity to use modern technologies by students and teachers during their project work;

– usage of the world network Internet;

– usage of various interaction forms for fulfillment of the pedagogy of cooperation on practice;

– education globalization process aimed at the certain result;

– opportunity for the real long-term integration;

– new opportunities for informal control over learner's achievement level [6].

A project is an extended task which usually integrates language skills work through a number of activities. These activities involve working towards an agreed goal and many include planning, the gathering of information through reading, listening, interviewing, discussion and processing of information, problem solving and oral or written reporting.

Simon Haines identifies the following types of projects:

1. Projects-messages or research projects (Information and Research projects).

2. Projects-interview (Survey projects).

3. Project-production (Production projects).

4. Role-playing games and dramatic performances (Performance and Organizational projects) [5, p. 80].

Emphasis transfer in teaching from the teacher-centered approach to the student-centered one as well as awareness of the necessity of student efforts' support have led to new challenges for a teacher. Awareness rise concerning the self-managed learning will stimulate students to become more independent in their learning. One of the main reasons of this is that "learning can be more efficient when pupils are active during the learning process taking responsibility for their study and making decisions connected with this" [6, p. 6].

Thus, project method makes possible to individualize the learning process, demonstrate student's independence in planning, organization and control of his activity. The application of project methodology at lessons ensures the support of permanent interest to foreign language learning, deepen and systemize students' knowledge on studied themes.

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ВПЛИВ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ НА РОЗВИТОК ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ В ІНКЛЮЗИВНОМУ КЛАСІ

Інклюзивне навчання – навчання учнів із особливими потребами шляхом залучення їх до загального освітнього середовища за місцем їхнього проживання. Інклюзивне навчання розглядається як альтернатива інтернатній системі (коли дітей з особливими потребами утримують та навчають окремо від інших дітей) та навчанню вдома.