

## THE USE OF PROJECT METHOD WHILE LEARNING ENGLISH

*The method of projects is a comprehensive teaching method that allows individualizing the learning process enabling the student to show independence in planning, organizing and monitoring his activities. The projects method allows students to show their independence in choosing a topic, sources of information, the way they are presented.*

*Метод проектів – це комплексний метод викладання, який дозволяє індивідуалізувати процес навчання, даючи можливість студенту проявити самостійність у плануванні, організації та контролі своєї діяльності. Метод проектів дозволяє студентам продемонструвати свою самостійність у виборі теми, джерел інформації, способу їх подання.*

**Key words:** *project method, methodology, principles, planning process*

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. Project work is not new methodology. Its benefits have been widely recognized many years in teaching of subjects like science, geography and history.

**The aim of the article** is to reveal the peculiarities of using project method while learning English.

The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators: a) promotion of manual activity instead of memorization and verbalism, b) learners' active participation in the learning process, and c) exploitation of facts relating to the immediate reality as a source for learning.

The project method was linked to the internal reform of the educational process, basic components of which are the following: a) opening of school to the local community, b) provision of equal opportunities to all students regardless of socioeconomic background, c) exploitation of immediate space as departure for learning, d) systematic study of problems of everyday life at school, e) cross-curricular approach to knowledge [1].

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.

The method of projects is based on the idea, which is the essence of the concept project and on its practical direction at the result, which can be got when solving important problem. This result can be seen, realized and put into practice. In order to get this result, it's necessary to teach the children to think by themselves, to find and solve problems.

We can show different definitions of project method: J. A. Stevenson, “A project is a problematic act carried to completion in its natural setting” [3, p. 43]. E. S. Polat, “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” [8, p. 3].

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].

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 both at lessons and long-term activity. It ensures the development of student’s cognitive activity encouraged by problem conflict of the known and unknown. Its aim is the learning and understanding process activization as well as mastering new lexicological units, making learning within all students’ capacities due to their participation in different projects.

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].

E. Polat presented the modern typology of project works according to dominating activity kind: research, creative, role-gaming, informative, practice-oriented projects; according to project coordination character: with open, obvious or

hidden coordination; by contact character: internal, regional, international; according to project participant number: personal, pair, group; according to duration: short-term and long-term [8, p. 5].

Romanian researcher Noemi Szallassy applied project method to the environment problems in English lessons. Then in his research he distinguished six types of project work during English lessons:

1. Exploration, assessment, examination projects, the identification of the sources of pollution in case of a stream.

2. Presentation: it renders accessible the acquired knowledge and information with others (editing of notice boards, uploading a data-base).

3. Mobilizing: students get acquainted with an environmental issue by participating in its solving through active work (tree planting, waste collection, organizing a trade for environmental friendly materials).

4. Creative, expressive: exhibition organizing, presenting a tableau vivant, playing dramatic situations.

5. Experimental: during the task fulfillment the students have experiences, which develop their environmental identity.

6. Problem solving, conflict treatment: the task is to solve or simulate an environmental problem or conflict affecting the students as well [7].

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].

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].

The following general stages can be used for successful project implementation. They constitute a practical guide for the sequencing of project activities for teachers who want to implement projects in their classrooms according to Iosif Fragoulis' classification [4, p. 115].

Stage 1: Speculation This stage includes choice of project topic and sensitization about it, aiming at arousing interest and developing a climate conducive to speculation and investigation that will lead smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher. The initial stimulus may emerge from the curriculum, or after a discussion about a contemporary local or wider topic of interest, or from reading a newspaper or magazine article.

Stage 2: Designing the project activities. This stage includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit. The better organized and more analytical the structuring of the activities, the easier and faster the research will be conducted.

Stage 3: Conducting the project activities At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it. If deemed necessary, there may be intervals of information and feedback, in which students discuss issues related with cooperation among group members, problems of personal relations, and possible changes in group composition.

The next phase is synthesis and processing of information gathered. The final products are displayed in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community. The project moves away from school and becomes social intervention, connecting the school with the community and real life.

Stage 4: Evaluation. Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products. Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation. Although there are many studies focusing on the theoretical underpinnings for project-based learning in foreign language teaching, there are relatively few empirical studies linking theory with practice, evaluating the impact of project work in the context of foreign language instruction. In this context, our study examines the practical aspects of implementing project work in primary school settings, reporting difficulties encountered, benefits from project work, and pedagogical implications [4].

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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## **DIE EINSATZMODELLE DES INTERKULTURELLEN LERNENS IM DAF-UNTERRICHT MIT HETEROGENEN GRUPPEN**

*У статті розглядаються основні моделі застосування компонентів міжкультурного навчання при викладанні німецької мови, як іноземної, етнічно– та соціально-неоднорідним групам студентів.*

**Ключові слова:** *культура, міжкультурне навчання, міжкультурна компетенція, міжкультурна комунікація, критичний інцидент, модель айсбергу, стереотип.*

*The article considers the main models of using the components of intercultural learning in teaching German as a foreign language, ethnically and socially heterogeneous groups of students.*

**Key words:** *culture, intercultural learning, intercultural competence, intercultural communication, critical incident, iceberg model, stereotype.*

Die Welt wird heute immer vernetzter, weil die Menschen aus den verschiedensten Kontexten und mit den unterschiedlichsten Hintergründen miteinander im Kontakt kommen. Ob in der Uni, im Job oder in anderen Alltagssituationen. Die meisten gehen davon aus, dass solche Situationen dann entstehen, wenn Menschen aus nicht gleichen Nationalkulturen z. B. aus der Ukraine und Deutschland aufeinander treffen. Eigentlich ist aber jede Situation interkulturell, in der wir Menschen begegnen, die aus einem anderen Kontext stammen als wir und überwiegend nicht unser Verständnis von Normalität haben. Was passiert, wenn wir solche Menschen begegnen? Wir fühlen uns oft unsicher. Die Voraussetzung zur Bewältigung so einer Situation ist die sogenannte **interkulturelle Kompetenz**.

Ukraine, als europäischer Staat erlebt momentan dynamische Globalisierungsprozesse und das Bildungssystem ist nicht die Ausnahme. Die Zahl der Ausländer, die verschiedene Staatsangehörigkeit besitzen (also **heterogen** sind) und hier eine Hochschule abschließen möchten, steigt mit jedem Jahr an. Deswegen erweitern sich allmählich Dimensionen der Forschungsfelder und es wird schon über solche Begriffe wie “interkulturelles Lernen” “critical incidents” [3, S. 1] bzw. “Multi-, Trans- und Leitkultur» [8, S. 27] mehr als zuvor gesprochen. Dies sei auch der Grund dafür, warum sich der Studiumprozess heute so schnell verändert und die Lehrer sich den neuen übergeordneten Kompetenzen schnell anpassen müssen.