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THE CONCEPT OF PROJECT-BASED METHOD IN LEARNING FOREIGN LANGUAGE

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Everyone knows that traditional lessons with an explanation of grammar and exercises are necessary, but sometimes they become tiresome and boring for students. There are several ways to interest students – one of them, the use of the project method. Creation of projects involves reliance on students’ creativity, their inclusion in research activities, allows for the real integration of various academic subjects, using various modes of work of students, organize learning in cooperation. Project method allows us to include students in real communication based on research activities, on joint work, and to see the results of our work that are close to reality.

Work on a project is first and foremost an independent work of a student to solve any problems. The task of the teacher is to set the problem, outline ways to solve it, plan the work, pick up the necessary material, etc. [1] In practice, this is done as follows: first, groups of students are formed, where each person has his own task. Distributing duties between students, students’ inclinations to logical reasoning, to the formulation of conclusions, to design work design. While forming a group, students of different gender and different language level are included in it. Students independently search for new, additional information, and then we discuss it together. The main thing is not to suppress the initiative of students, to respect any idea, create an atmosphere of success. Thus, during this activity, the students develops their intellectual skills, such qualities as dedication, perseverance, diligence, acquires certain learning and language skills and professional adaptation in society, which is important in today's ever changing world. [2] For example, when working on the topic “Why do I study English”? teacher with the students jointly define the project objectives (analyze the person’s motivation, find out advantages that knowledge of foreign languages gives); pose a problem - is knowledge of English necessary for a successful career; look for ways to solve this problem and plan further work on the development of this project. While working on the project, students find a lot of information and make an excursion into the history of the English language. When preparing a project, it is necessary to take into account the level of proficiency in a foreign language. First-year students are attracted to country studies projects; they consistently obtain

bright, informative, creative information. It is much more interesting to study topics such as the UK, USA or Australia, using interactive forms of learning (presentations or “round table”), than simply learning texts from a textbook. More “advanced” students studying can show great interest in such topics as “Science News”, “Scientific and Technological Progress”, “Modern Scientists and Their Discoveries”, “My Specialty”. As part of the proposed topics, the students prepare a presentation in English with a demonstration of videos and a slide show.

The proposed project methodology facilitates students’ independence that can be noticed while searching for information, in its processing, performance and discussion. The situation when there is an opportunity to see the results of their work, and then present them to the audience brings a sense of satisfaction, expands knowledge in one or more subject areas, convinces of the real significance of foreign language proficiency.

There are some benefits of this methodology that should be taken into account:

- it improves student learning;
- facilitates the formation of informational and cognitive competencies among students;
- helps to gain positive experience of work in groups, the development of communicative competence of students;
- increases students' self-esteem, the development of a creative personality. [3]

In the project methodology, the formation of language and regional knowledge, the development of skills and abilities - listening, speaking, reading and writing takes place too. Scientists believe that the study of a foreign language using the project method should follow three steps that prepare the student to perform a project. They proposed a universal scheme suitable for the development of any type of project. [4]

First stage. Offer a research topic. Select problem / project problems.

The teacher must solve the first problem: to create conditions to see the personality of the individual. The first stage is designed to interest every student in the implementation of the project. It is important to take into account the personal interests of students, the potential, the pace of learning, to create a comfortable atmosphere for everyone, engaging them emotionally in the learning process. The choice of projects depends on the specific situation.

Second phase. Coordination of the general line of the project development. This should include formation of groups; drawing up a detailed work plan for the project; discussion of ways to collect information; analyzing the first results in groups. Project work is a creative and independently planned activity of students, that is why application of research methods, analysis of the results, summarizing, the use of communicative tasks (find out, ask, tell, justify your point of view), as well as the implementation itself projects make students think and analyze. In order for the project to be successfully completed mutual understanding between the students and teacher is mandatory.

The third stage is about performing the project. It includes discussion of the presentation and obtained results during the presentation. The project can be presented in the form of a report, collage, newspaper, computer presentations, and maybe all together. It is also interesting to invite students to play a role-play game.

During the presentation, the rest of the group takes notes. When the presentation is completed, the students listen to questions, analyze, and give their comments and suggestions using English as a means of communication. There might take place the situation when no one in the audience wants to express their opinion. In this case, the teacher himself begins the discussion, but his main goal at the same time - to involve students in the discussion. After a general presentation, teacher discusses it with students. Teachers should also ask opinions about the project, what was interesting and what was not, talking with students about the difficulties and wishes for the future.

The use of project activities in the classroom integrates students into various environments: social, linguistic, etc., gives each student the opportunity to improve communicative competence, and also use English as a means of communication. Students are quickly involved in research activities, because aimed at obtaining a real result, and also have the opportunity to use modern technology and, most importantly, work with information in the language being studied.

The project method requires changing the teacher's position. From the perspective of explaining the planned material, he becomes the organizer of the cognitive activity of his students. The psychological climate in the classroom is also changing, since the teacher has to redirect his teaching and educational work and the work of students to various types of independent activity of students, to the priority of research, search, and creative activities.

Thus, the project methodology is a pedagogical technology, focused not on the integration of factual knowledge, but their application and acquisition of new ones through self-organization and self-education of students.

For the proper implementation of the project methodology, it is necessary to know its didactic structure. As is known, the field of methodology studies the goal content, forms, methods and means of learning in a particular academic subject. The method is a didactic category as a combination of the theory, process of mastering a certain area of practical or theoretical knowledge, of a particular activity. In project-based learning, the method is considered as a way to achieve the set of didactic goals through the detailed development of the problem (technology), which should be completed with a very real, tangible practical result, executed in one way or another [5].

Many teachers turned to this method note that since they used it in the educational process, important didactic tasks are solved:

- classes are not limited to the acquisition by students of certain knowledge and skills, but focused on the practical activity of students, affecting their emotional sphere, thereby enhancing the motivation of students;
- students have the opportunity to carry out creative work in the framework of a given topic, independently obtaining the necessary information from different sources. At the same time, schoolchildren learn to independently think, find and solve problems, acquiring knowledge from different areas for this purpose, predict the results and possible consequences of different solutions, learn to establish causal relationships;
- in the project work, the whole process is focused on the student: here, first of all, his interests, life experience and individual abilities are taken into account;
- the individual and collective responsibility of students for specific work within the project is strengthened, since each student, working individually or in a small group, must present the results of his activity to the whole group;
- team work within the project teaches students to always complete the work, they must document the results of their work, namely: write an article for a newspaper, report, collect and process statistical data, make audio and video recordings, arrange an album, a collage, a wall newspaper, etc.

In conclusion, I would like to note that the formation of students' project activities is necessary to equip them with the universal ability to solve various problems, including educational ones. In modern pedagogy, project activities should not be used instead of the traditional system, but along with it, as a component of the education system, both in the class and in extracurricular activities.

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