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METHOD OF PROJECT IN TEACHING FOREIGN LANGUAGES

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, the formation and development of students' communicative culture, training practical mastery of a foreign language.

As we entered a new millennium, the ability and the need to understand and communicate with each other have become increasingly important. To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills.

The article deals with the analysis of the project work methodology as an integrated pedagogical and language activity that successfully combines simulations, role-plays and various forms of discussion. The research focuses on the project work methodology functioning in English studying process.

The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. [1, c. 5]

Recent approaches to language learning and teaching stress the importance of cooperation among learners as a motivating factor. Project approach focuses not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see the work through to the end, and to benefit from it.

Project learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups or even alone. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

Project work provides an opportunity to develop students' creativity, imagination, enquiry and their self-expression. It must rank as one of the most exciting teaching methodologies a teacher can use. It truly combines in practical form both the fundamental principles of a communicative approach to language teaching and the values of good education. [2, c. 17-19]

The most detailed definition of "project" we can find in The New Penguin English Dictionary [7, c. 340]:

1. A specific plan or design; a scheme

2. A planned undertaking; e. g.

a) a piece of research with a definite plan

b) a large or complex piece of work

c) a task or problem engaged in use by a group of a students, especially to supplement and apply classroom studies.

The main purpose of the use of this innovative approach is the ability to effectively master students' foreign communicative competence. It includes the following concepts: [3, c. 102]

verbal competence is creating an opportunity of manifestation of communicative skills in all forms: listening, speaking, writing, reading, translation within a specific topic;

socio-cultural competence is the formation of ideas about the social and cultural specificity of the target language;

linguistic competence is students' acquisition of lexical units relating to the topic as a necessary basis for registration of speaking abilities;

educational and cognitive competence is the improvement of educational activity on mastering of foreign languages;

compensatory competence is formation of skills of overcoming difficult situations in a shortage of linguistic resources.

Project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must decide what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements. So from this point project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

• Increased motivation- learners become personally involved in the project.

• All four skills, reading, writing, listening and speaking, are integrated.

• Autonomous learningis promoted as learners become more responsible for their own learning.

• There are learning outcomes-learners have an end product.

• Authentic tasksand therefore the language input are more authentic.

• Interpersonal relationsare developed through working as a group.

• Content and methodologycan be decided between the learners and the teacher and within the group themselves so it is more learner centred.

• A break from routineand the chance to do something different.

The success of project work depends on planning and organization that students and a teacher deal with together. [4, c. 65]

I consider the characteristics of a project according to Legutke and Thomas [6, c. 169] as the most sententious and applicable in various subjects. They say that preparation and follow up are reflected in these stages of a project´s development:

1. Opening

2. Topic presentation

3. Research and data collection

4. Preparing data presentation

5. Presentation

6. Evaluation

Assessment of project work is another difficult issue. We should not correct mistakes on the final project itself, or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is a shame to put red marks all over it. This draws attention to the things that are wrong about the project over the things that are good. On the other hand, students are more likely to take note of errors pointed out to them in project work because the project means much more to them than an ordinary piece of class work. There are two useful techniques to handle the errors:

• Encouraging the students to do a rough draft of their project first. The students can then incorporate corrections in the final product.

• If errors occur in the final product, correcting in pencil or on a separate sheet of paper attached to the project. A good idea was suggested by a teacher in Spain to get students to provide a photocopy of their project. Corrections can then be put on the photocopy. But fundamentally, the most important thing to do about errors is to stop worrying about them.

Projects are real communication. When we communicate, we do the best we can with what we know, and because we usually concentrate on getting the meaning right, errors in form will naturally occur. It is a normal part of using and learning a language. Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. [5, c. 106]

Summing up, it is necessary to say that in contrast with traditional ways, the usage of innovative forms of learning devotes a major role to a student towards gaining knowledge.

Furthermore, the teacher should not solve only educational tasks, but also he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process.

An old Chinese proverb states: "I hear and I forget, I see and I remember, I do and I understand". Project method makes student not just hear and see but do and act and consequently understand and realize.

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