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## **THE USE OF THE PROJECT METHOD IN THE ENGLISH LANGUAGE IN THE SENIOR STAGE OF EDUCATION**

*This article discusses the use of the project method in high school. The article outlines the basic requirements for using the project method, goals and characteristics. This article also presents the developed version of the project for students in high school.*

*Key words: project method, communicative competence, project work.*

For modern society today it is important to develop the personality, as well as its communication skills, which facilitate the entry into the world community and allow you to act in it successfully.

School graduates should have certain skills, abilities and knowledge; realize independently various activities – labor, educational and aesthetic; possess modern valuable orientations and information technologies; be disposed to interpersonal and intercultural cooperation in their country and abroad, be tolerant, patient, avoid and resolve conflict situations. All this can definitely be achieved with a student-centered approach to the training and upbringing of the new generation. The student-centered approach influences the choice of educational technologies. The new pedagogical technologies include multi-level education, education in cooperation, and the project method. They allow putting the pupil in the center of educational process, to make him the active subject of education, to organize his interaction with other students, to give practical aspect to the educational process.

One of the most effective methods of teaching in the classroom system is the method of projects, because it allows you to achieve your goals in any curriculum and standard of education. The use of this method also allows you to save all the achievements of pedagogy, didactics, psychology, private methods. Within the bounds



of this method, excellent opportunities for the successful assimilation of educational material, intellectual and moral development of students, and their independence are created. A friendly atmosphere and a kindly attitude are created during the realization of the project, both within the team and in relation to the teacher. Projects develop communication skills; form a desire to work in a team, to provide mutual assistance.

The basis of the project activity is the development of cognitive skills, the ability to form their knowledge independently, to navigate in the information space, to develop critical and creative thinking, as well as to pose and solve the problem. Projects allow a new approach to practical activity, and non-standard approach to solving problems.

"Project method" is interpreted by different researchers in different ways. From the point of view of E. Karpov, the method of projects is an educational technology, the purpose of which is to acquire new knowledge by students in close connection with real life practice. The method of projects helps to form specific skills through the systematic organization of problem-oriented educational search [1, с. 3].

According to A. S. Sidenko, the method of projects is a system of training that promotes the acquisition of knowledge and skills by students during the planning and fulfillment of project tasks, which are complicated gradually and consistently [5, с. 97].

According to E. S. Polat, this is a way to achieve the didactic goal through detailed development of the problem, the result of which is a real practical result, formatted in one way or another.

The project method makes it possible to move away from the traditional way of teaching, in which the student is given the role of a passive figure, receiving from the teacher a standard set of ready-made knowledge. The use of the project method in teaching allows developing the purposefulness and independence of students, it stimulates their curiosity and desire to acquire new knowledge.

Important characteristics of the project method include universality, consistency, conceptuality and reproducibility. The universality of the method lies in the ability to adapt to the peculiarities of all academic disciplines. Consistency is the description of the stages of accomplishment of educational research, the interaction of the student and the teacher, the evaluation criteria of the work. Conceptuality is characterized by reliance on the system of philosophical, psychological and pedagogical views. Reproducibility causes the use of this method at any stage of work, with material of any complexity, for different age groups.

Project-based training pursues different objectives:

1) to increase the personal confidence of each project participant, his self-realization and reflection;



2) to develop awareness of the importance of teamwork to achieve results, the importance of cooperation in the process of performing creative tasks, to develop communication skills;

3) to develop research skills (to analyze and identify problems, to select necessary information, to monitor the practice situations, to record and analyze situations, to test and to generalize them, to draw conclusions).

Table 1. Types of projects

<i>Typological feature</i>	<i>Type of a project</i>
Number of participants	Individual
	Group
The content and reference to the academic discipline	Inter-subject
	Mono-subject
Duration	Short-term (mini-project)
	Middle-term
	Long-term
Dominant type of project activity	Investigative
	Informational
	Creative
	Practice-oriented (applied)

The main requirements for the use of the project method, according to E. S. Polat, are the following:

- 1) there should be chosen a research-relevant problem that requires integrating knowledge of the investigative search to solve it;
- 2) the expected results should be of practical and theoretical significance;
- 3) the activities of students should be independent;
- 4) the content of the project should be clearly structured (step-by-step results should be specified and roles should be assigned);
- 5) use investigative methods (to determine the problem, the objectives of the research; to put forward a hypothesis and its solutions; to discuss research methods, to execute the final results; to analyze the data; to take stock; to correct them; to obtain conclusions) [4, p. 4].

The role of the teacher changes, when implementing the project method: he turns into an organizer of cognitive activity of students, as a result of which the psychological climate in the classroom changes, as independent research activity of students becomes foreground.

An important stage of the project is its evaluation. When assessing the project, the following criteria should be taken into account: the relevance and significance of the problems, their adequacy to the studied topic; the activity of each participant in the



project in accordance with individual capabilities; the collective nature of decisions; the ability to argue their conclusions, derivations; aesthetics of the drawing of the project results; the ability to answer questions.

To participate in the project work, students must possess certain skills of independent work that will help them to organize their activities. Accordingly, students should: be able to read and translate the text, collect the necessary information, take interview, work with reference material, use a computer, plan their activities, make a decision, conduct a discussion, be able to defend their position in a reasoned manner, search for the necessary information, investigate, execute, evaluate, document the results of their work.

There is a version of the project below developed for high school students.

### **English project in 10th grade**

#### **Informational part of the project.**

**Subject:** School days and Work (Module 3)

**Target group:** students of 10th grade.

#### **The substantive content of the project.**

#### **A brief description of the problem to be solved by the project.**

In the organization of speech activity in English lessons, a balance is maintained between activities organized on an involuntary and arbitrary basis. The conditions of real communication are modeled in the project activity and role-playing game, which helps to use the mechanisms of involuntary memorization. Work on the mastery of language means is closely related to their use in speech actions that are performed by students in solving specific communicative tasks. In this case, various forms of work are used, which act as ways to prepare for the conditions of real communication. Conditions are created for the development of individual abilities in the process of their collective interaction, which helps to create an atmosphere of mutual understanding and cooperation between students at the lesson. This contributes to the development of independence, the ability to work with a partner, the ability to be a member of the team in solving various educational and cognitive tasks.

The following skills are developed:

- make posts on the topic;
- make a presentation on the completed project;
- briefly convey content;
- to tell about yourself, about your surroundings;
- reason, giving examples and arguments;
- make up conclusions.

#### **Purpose and objectives of the project.**

This lesson is the final on the topic and is a lesson-defense of projects.



**The aim** of this project is to generalize and systematize skills based on monologue in the form of a project on the theme "School and Work".

**Objectives:**

- present a personal attitude to the problem;
- argue your statement;
- identify and formulate own solutions to the problem;
- develop skills of preparing and conducting presentations;
- develop skills to work in pairs and in groups.

**Results:** to learn how to use in speech lexical units and grammatical structures related to the studied topic; learn to distinguish and reflect in the necessary information in the presentation; to learn about the types of schools; to create their own school model.

**Educational aspect:** education of tolerant attitude of students to each other, the ability to cooperate and the ability to communicate.

**Used material and equipment:**

1. Textbook "Spotlight 10", J. Dooley and etc.;
2. Video "Window on Britain School";
3. Computer, projector;
4. Handout material.

**Time of work** on the project – 7 lessons, consists of four stages: preparatory, research, main, final (evaluative).

**Description of the strategy and mechanism to achieve the goals and objectives.**

At the preparatory stage, students learn about the theme of the project, set goals and objectives that they have to solve while working on the project.

At the research stage, students fill their vocabulary with new lexical units, consolidate, revise the previously studied vocabulary on this topic, revise the forms of Future Tenses, work with educational texts in the task 2, p. 46-47, develop reading skills with detailed and complete reading comprehension.

On the main stage, the students carry out a synthesis on the studied theme. Students work in groups of three and discuss aspects of the topic:

- time school starts / finishes
- how you get to school
- things you like about school
- things you dislike about school
- school rules
- school uniform
- what your school is like





During the discussion, students make notes on which they will rely in the preparation of their projects. At this time, the teacher helps students to solve the language difficulties encountered during the discussion. Then students prepare presentation with photos and images.

The final (evaluative) stage takes place in the next lesson. Groups of students take turns defending their projects. During the presentation of the completed works, the teacher and other students can make notes that will help them to discuss the projects of the speakers. After the speech, students can ask questions, and also they express their opinion about the project, pointing out what they liked or did not like, as well as what was clear or not clear. The teacher expresses his opinion, commenting on the performance according to certain criteria.

**Evaluation criteria:** 10 points.

- the solving of the communicative tasks (contents) – 3 points;
- organization of the text – 2 points;
- language – 3 points;
- presentation – 2 points;

As a result of the implementation of this project, the individual abilities of monologue statements of students in the process of collective creativity are developing, further improvement of skills of mutual cooperation is taking place, as a result of which the ability to work both independently and with a partner, as well as to solve various cognitive and educational tasks is developing.

Thus, one of the directions of creative, research work is the project-oriented activity of students. It is the project activity as one of the forms of educational activity that can make the educational process for the student personally significant, in which he will be able to fully reveal his creative potential, to show his research abilities.



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