THE ROLE OF PROJECT WORK IN TEACHING ENGLISH

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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.

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.

Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular.

Project work creates connections between the foreign language and the learner's own world. It encourages the use of a wide range of communicative skills, enables learners to exploit other fields of knowledge, and provides opportunities for them to write about the things that are important in their own lives.

Project-based learning does not contradict the traditional ways of learning. It helps to activate students since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project -

is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks.

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: [1, c.32]

- 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 encourages students to acquire new vocabulary and expressions. In addition, it gives learners integrated skills practice. Throughout project work students have extensive practice of the skills of reading, writing, listening and speaking. Using projects with classes provides excellent opportunities for cross - curricular work. The topics should be carefully chosen and have to be presented in a lively and up-to-date manner. It is important to present a new project in an enthusiastic way and encourage the class activity in a discussion about the key topic. The more students are engaged into a project, the more likely that the project will be a success. [2, c.46] We know that the worldwide interest in getting of competent knowledge of English language is growing. Language is the most recognized means of communication. The life and the development of any human society are based on communication through language. The learners use language to express what they

think and what they want to say. To communicate better using a foreign language they should have the ability to use language appropriate to a context. Communicative language learning is not one method. It is an approach, an understanding of what language is and how we can learn a foreign language. This understanding leads us to teach in ways that makes language learning the most successful. The communicative approach helps the learners to achieve the main issues in learning; they are expected to interact with other people [3, c.56]. Another peculiarity in successful teaching of a communicative speech is an activity where the students are put in the center of the action, where they use the language and practice communicative speech. It is the project work; its purpose is to encourage the learners to work things out for themselves. It is an extended language activity, focusing on the topics, themes. The project work is a mean of communication and enjoyment. The learners can experiment with the language as something real. It is a highly adaptable methodology; it is useful as a mean of generating positive motivation, because it is very personal. The students tell about their own lives, their own research into topics that interest them. This work helps them to understand that they can use English to talk about their own world; it improves their ability to think. The teacher tries to encourage learners to think of their own ideas, to produce something new of their own. Before setting up a project it is essential to explain the final outcome, this will help them to understand what they are doing and why. The teacher explains the students that at the end of the project they will write or design a small leaflet on the topic, a wall display or a poster. There are some stages in presenting a project: initial discussion of the idea; decide a form of the project; practicing language skills; collecting information; displaying the result of the research.

The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised activity. Projects may be short-term or long-term. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most

favorable conditions for the disclosure and manifestation of the creative potential of the participants.

Project work is also used to increase motivation and retention, to help students develop a positive image, to develop critical thinking and problem — solving, it develops fluency in the use of language features that they have learned.

This approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills.

Using project method in our work, we came to the conclusion that this method is very effective at generalization, consolidation and revision of educational material, especially in the organization of its practical application. It also improves the overall culture of communication and social behavior in general and gives students the practical language skills.

Наукове видання

«Інноваційні технології навчання іноземній мові здобувачів вищої освіти у немовних вищих навчальних закладах».