PROJECT-BASED METHOD IN TEACHING ENGLISH FOR ENGINEERING STUDENTS

Daria Shchypachova

English Teacher

National Technical University of Ukraine "Igor Sikorsky Kiev Polytechnic Institute"

Kyiv, Ukraine

The new socio-political and socio-economic conditions prevailing in Ukraine over the past decades have revealed a number of problems in the field of higher education and put society before the need to solve them. One of these problems is the problem of teaching foreign languages.

At the same time, a significant intensification of the process of teaching a foreign language through the use of effective methods, in particular, project-based methods, contributing to the implementation and improvement of teaching a foreign language at a university is necessary.

The relevance of this research topic is due to the fact that the modern theory of teaching a foreign language is becoming more multidimensional, involving a wide range of sciences: sociology; general, social, pedagogical, age-related psychology; linguistic studies and a number of others.

The relevance of the study is also associated with the openness of the policy of any state to the world community, which stimulates the processes of integration and internationalization of different spheres of human activity. Integration social processes change not only the status of foreign languages in society, but also the functions performed by them in this society. Establishment of mutual understanding between peoples and providing access to the diversity of world politics and culture become priority.

The intensive development of international cooperation in various fields of life necessitates an active knowledge of a foreign language, which implies the need to

speak foreign languages and understand foreign language orally, reading texts and writing your own statement in a foreign language.

A special role is given to the use of modern methods of teaching foreign languages (including project-based one).

The project-based method is related to the main tasks of modern education:

- make teaching problem-oriented;

- stimulate the ability of students to formulate their own judgments;

- strengthen the degree of student autonomy;

- review the traditional role of teacher and student in the classroom.

It involves the mastery of communicative competence, subject to a personal-activity approach in the process of foreign language speech activity. The active component is implemented in two ways. On the one hand, in the project work, the relationship of theory and practice is observed, i.e. students in the process of creation of a specific product apply certain scientific knowledge, their own experience and are most fully aware of their functioning in solving various problems, which entails the search for new knowledge, discovery of new sources of information.

On the other hand, students in the process of project work are involved in active mental activity. The student's communicative and cognitive need with personality-oriented learning becomes the internal motive of his speech activity, while the language forms and formulates thoughts. Thus, the project-based technique allows you to most fully reveal the identity of the student. First of all, this is due to:

- the integral nature of the project activity: the project methodology is based on a practically or theoretically significant problem related to real life, the solution of which requires knowledge from participants not only within the framework of this subject, but also in other areas;

- the autonomous nature of the project activity: the project methodology involves the elimination of the student's direct dependence on the teacher through self-organization and the possibility of manifesting one's own initiative in the process of active cognitive thought activity.

Each learning situation developed in projects forms all types of competencies, i.e. as general (general scientific or fundamental, including humanitarian, social and economic, including basic knowledge in the field of mathematics and natural sciences, humanities and socioeconomic sciences; basic computer and linguistic skills; ability to understand and use new ideas, etc .; socially - personal and communicative, including the ability to criticize and self-criticize, tolerance, the ability to work in a team, a common culture, commitment to ethical values; organizational and managerial, including system, including those who have the ability to organize and plan work; the ability to apply skills in practice; the ability to extract and analyze information from various sources; the ability to adapt to new situations; the knowledge of the organizational and legal basis of their activities), as well as professional or special (basic general professional knowledge in a chosen field activities; professionally profiled (specialized) knowledge in accordance with the specific profiling or specialization of the graduate).

Moreover, the set of general competencies for one area of education should be the same, and the sets of professional (special) competencies for a bachelor, specialist and master should differ in volume: the number of competencies increases with an increase in the level of education.

Project activities allow students to act as authors, creators, increase creative potential, expand not only the general horizons, but also contribute to the strengthening of language knowledge. In the process of project work, responsibility is assigned to the student himself as an individual. The most important thing is that the student, not the teacher, determines what the project will contain, in what form and how its presentation will take place.

A project is an opportunity for students to express their own ideas creatively thought out in a way that is convenient for them.

It was found that the proposed model of teaching foreign languages on the basis of the project methodology is fully consistent with the goals, objectives and content of teaching foreign languages; provides effective assimilation of educational material; allows you to solve a whole range of educational and educational tasks that prepare students for professional activities and contribute to a significant increase in the level of knowledge of a foreign language and the formation of sustainable skills and abilities for its use in various areas of communication.

References:

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