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## PROJECT-BASED LEARNING AS A METHOD OF TEACHING ENGLISH

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**Abstract.** The article is devoted to the study of project-based learning basics and its use in teaching English in university. The project method is a way to achieve a didactic goal through the detailed development of a problem, which should be completed with a very real, practical result. Project-based learning is able to develop the most important competences of a student: cognitive, general scientific, informational, communicative, social, aspiration of personal self-improvement. The language content of working on projects is mastering vocabulary, grammatical patterns, listening and reading texts on the topic, activating the material in the exercises, searching for answers to problematic issues, speaking while providing team discussions on the project topic and while discussing the presented results, writing while preparing presentation of the project, monologue speaking while presenting the results.

**Key words:** higher education, project method, project-based learning, foreign language.

### Introduction

Rapidly changing living and working conditions impose entirely new demands on the level of education of future specialists. Modern society needs a person who will be able to independently think, set socially significant tasks, design solutions for them, predict results and achieve them. Nowadays, higher education faced the problem of active creative perception of knowledge, therefore it is necessary to make the learning process in universities more exciting and interesting, to reveal the importance of the gained knowledge and its practical application in life. Solving these problems requires the use of new pedagogical approaches and technologies in a modern higher education. Each academic subject has its own specificity and, accordingly, the specificity of the use of various methods and innovative learning technologies.

### Project methodology in teaching English

English, as an academic subject, has great potential for creating conditions for the cultural and personal development of students. The social order of society in teaching foreign languages sets forth the task of developing the personality of students, enhancing the humanistic content of education, more fully implementing the educational and developmental potential of the subject in relation to the individuality of each student. Therefore, it is not by chance that one of the main goals of teaching a foreign language in university is the development of student's personality, who is able and willing to participate in intercultural communication in foreign language and independently improves activities he/she masters.

One of the technologies that provide personality-oriented education and training is the project method, since it practically incorporates other modern technologies, for example, training in team. According to Rober Schuetz: "Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world" [1].



Therefore, The project-based learning is able to develop the most important competences of a student:

- cognitive;
- general scientific;
- informational;
- communicative;
- social;
- aspiration of personal self-improvement.

The result of the student's work on the project can be both an ideal product (an inference based on the examination of information, conclusions, knowledge) and a material product (a poster, a presentation, etc.). Aims of the project-based learning are:

1. To enhance the personal confidence of each participant:
  - allow each student to see himself as a capable and competent person;
  - develop a positive image of himself/herself and all the others;
  - develop students' ability to truly assess themselves.
2. To develop students' "team spirit"; to inspire students to develop such necessary social skills as communication and cooperation.
3. To provide a mechanism for the development of critical thinking of a student, the ability to find a way to solve the problem.
4. To develop students' research skills: problems' identification, data collection, observation, the ability to build hypotheses, generalize, think analytically, etc.

Work on projects develops imagination, fantasy, creative thinking, autonomy and other personal qualities. Team-working on a project allows everyone not only to perform what a student knows, but also to get skills of working in team when it is necessary to listen to a partner, accept or not accept his/her point of view, and argue his/her choice.

Thus, project-based learning can be:

- individual, i.e. when each student independently prepares the project from the beginning to the end: all the collected materials are presented to the class and the project is defended in front of the class;
- team (group), i.e. when the class is divided into groups (teams) for the preparation of projects.

Team method has the following rules and principles:

1. There are no leaders in the team, all team members are equal.
2. Teams do not compete.
3. There are friendly relations between all team-members, they should enjoy communicating with each other during the implementation of the project.
4. Each team member is confident.
5. All team members must be active and contribute to the project.
6. Responsibility for the result is borne by all team-members who perform the project.

Particular attention should be paid to the presentation of the project results. When students are working on their first project, it is desirable for the teacher to present some already done projects as an example or even to organize an exhibition



of the best projects so that students from different groups can see and appreciate them.

It is very important to organize work on the project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of students. To do this, it is needed to make sure that the theme of the project is suitable for all members of the group, according to their hobbies and character. It is necessary to convince the students to use a variety of ways to work: graphic writing, design, a selection of illustrations and photographs, and, if necessary, audio, video or music.

It is also important that during the work on the project students learn to cooperate, and training in team fosters in them such moral values as mutual assistance, desire and ability to empathize. The project method also forms and improves the general culture of communication and social behavior, and leads students to practical knowledge of foreign language.

One of the tasks of teaching foreign languages is the solution of such an important problem as the development of students' independent work, orienting them to active creative learning, the ability to think logically and quickly, make decisions independently. Each project while implementing project-based learning in English classes corresponds to a specific oral topic. Thus, the project is based on a specific problem. To solve it, students need not only knowledge of the language, but also possession of a large amount of diverse subject knowledge. Students must possess certain intellectual, creative and communicative skills. The role of students in studies changes – they become active participants in the process. Since the project method implies the observance of a certain algorithm and a combination of various activities, the corresponding element of the project activity is performed at different stages of the project implementation. An important rule is that each stage of the project must have its own specific product.

The work with the project has the following stages:

1. Preparatory, which includes the following steps:
  - a) planning a project by a teacher within the framework of the program topics;
  - b) introduction of ideas by the teacher in the class;
  - c) discussion of ideas by students;
  - d) promotion of students' ideas;
  - e) arguing students' opinion;
  - f) stating the theme of the project.
2. Organization of work:
  - a) formation of teams;
  - b) distribution of tasks in teams;
  - c) practical activities of students in the framework of the project.
3. Working stage:
  - a) intermediate control;
  - b) discussion of the project-design;
  - c) project documentation.
4. Presentation of the project results to the group.
5. Summarizing the project: discussion of the results, grading, etc.
6. Stage of practical use of the project results (as visual aids, reports on other



classes, exhibitions, etc.).

The language content of working on projects is:

- work on the theme: mastering vocabulary, grammatical patterns, listening and reading texts on the topic, activating the material in the exercises;
- search for answers to problematic issues in textbooks, special editions, additional sources, including electronic resources;
- speaking while providing team discussions on the project topic and while discussing the presented results;
- writing while preparing presentation of the project;
- monologue speaking while presenting the results of the project.

It is very important to give students the opportunity to express their opinions, share their impressions. During the defense of the project, students demonstrate the level of proficiency in foreign language; a clear picture of what the student has learned while studying the topic. It must be remembered that the essence of the project activity in the study of foreign language is, first of all, communicative activity included in other activities.

An important question is also where and how to work on the project. In the context of university education, the form of extracurricular work on a project is unjustified, however, it is possible to use mini-projects that can be carried out in stages over several classes, without additional time. Of course, on the one hand, in project-based learning it is difficult to evaluate the work of each student, since it is not the amount of information acquired that is estimated, but its use in activities to achieve the goal.

### **Conclusion**

The project-based education is a didactic means of enhancing students' cognitive activity, development of creativity and at the same time the formation of certain personal qualities and language proficiency. Three main principles on which this technology rests: independence, activity, performance.

### **References:**

1. Schuetz R. Project-Based Learning: Benefits, Examples, and Resources. URL: <https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>.

***Анотація.** Стаття присвячена вивченню основ проектного навчання та його застосуванню в навчальному процесі під час викладання англійської мови в університеті. Метод проекту – це спосіб досягнення дидактичної мети через детальний розвиток проблеми, яка повинна бути вирішена шляхом отримання реального, практичного результату. Проектне навчання спрямоване на розвиток найважливіших компетенцій студента: пізнавальної, загальнонаукової, інформаційної, комунікативної, соціальної, прагнення особистого самовдосконалення. Мовний зміст роботи над проектами полягає в засвоєнні лексичних, граматичних моделей, прослуховуванні та читанні текстів за темою проекту, активізації матеріалу під час виконання вправ, пошуку відповідей на проблемні питання, розвитку мовлення під час обговорення теми проекту і представлення його результатів, навичок письма під час підготовки презентації проекту, монологічного мовлення під час захисту результатів.*

***Ключові слова:** вища освіта, метод проектів, проектне навчання, іноземна мова.*

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