

## **PERSONALLY ORIENTED TECHNOLOGY**

*N. Dimitrova, PhD, Associate Professor, VUM,*

*Ye.M. Voronova, Associate professor,*

*O.C. Gubareva, PhD, Associate professor,*

*T.V. Gerasymchuk, PhD, Associate professor,*

*Kharkiv National Automobile and Highway University*

The reform of higher education and the introduction of new pedagogical technologies into the practice of teaching foreign languages should be considered as the most important condition for the intellectual, creative and professional development of students' communicative competence. It is this that becomes the key direction of the pedagogical process, the essential, deep concept of training. A foreign language as a subject of study has significant opportunities for creating conditions for the cultural and personal development of students as future specialists.

The social order of the society in the field of teaching foreign languages puts forward the task of developing the communicative and professional competence of students, strengthening the humanistic content of education, and more fully realizing the educational and professional potential of the subject in relation to the individuality of each student. Therefore, it is not by chance that the main goal of foreign language learning at the current stage of education reform in Ukraine is the personality of a student who is able and interested in participating in intercultural communication in the language being studied and independently improving foreign language speech activity that he is mastering [1].

The application of the project methodology is extremely relevant in higher education. After all, it is precisely at the stage of formation of communicative and professional competence of students of technical specialties of higher educational institutions that the independent use of foreign languages in higher education comes to the fore as a means of obtaining new information, enriching the vocabulary, expanding linguistic knowledge and applying it in future professional activities. The reform of higher education and the introduction of new pedagogical technologies into the practice

of teaching should be considered as the most important condition for the intellectual, creative and professional development of students' communicative competence.

It is this that becomes the key direction of the pedagogical process, the essential, deep concept of training. A foreign language as a subject has significant opportunities for creating conditions for the cultural and personal development of students as future specialists. The social order of the society in the field of teaching foreign languages puts forward the task of developing the communicative and professional competence of students, strengthening the humanistic content of education, and more fully realizing the educational and professional potential of the subject in relation to the individuality of each student. Therefore, it is not by chance that the main goal of foreign language learning at the current stage of education reform in Ukraine is the personality of a student who is able and interested in participating in intercultural communication in the language being studied, and independently improving in the foreign language speech activity that he is mastering [2].

Thus, the main goal of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical tasks or problems that require the integration of knowledge from various subject areas. The teacher in the project is given the role of coordinator, expert, additional source of information.

Unlike other technologies practiced in higher technical educational institutions, the project method gives the teacher the opportunity to include students in real communication, the most saturated with foreign language contacts, which are based on research activity, on joint work and to see its real results, which form a secondary language personality and her professional competence.

Let's highlight several differences of the project method, among which the most significant are the following which the project participants:

- take up the project initiative;
- agree with each other on the form of training;
- develop a project initiative and bring it to everyone's attention;
- organize themselves;

- inform each other about the course of preparation;
- enter into a discussion.

Project activity is now one of the most promising components of the educational process as it creates the conditions for a creative approach and self-realization of students, forms and develops all the necessary life skills defined by the Council of Europe as essential in the 21st century: multicultural, linguistic, informational, professional, political and social. The project methodology as a new pedagogical personally oriented technology reflects the main principles of the humanistic approach in education:

- special attention to the individuality of the person, the ego of the person;
- clarity and orientation to the conscious development of students' critical thinking.

Thus, the project method is an alternative to the traditional approach to education, based mainly on the assimilation of ready-made knowledge and its perception. The project methodology puts an emphasis on the active mental activity of students who require skillful mastery of certain language tools for their design. This methodology uses all the best ideas developed by traditional and modern methods of teaching English. These include, first of all, diversity, difficulty, learning with pleasure, and the like.

Features of the project methodology as a new personally oriented technology include:

1. The presence of the author's conceptual idea - a personal approach to teaching a foreign language.
2. Accuracy and predictability of results, awareness of ways to achieve them.
3. Focus on the creation of a specific speech product (dialogue, monologue, etc.), embodied in the types and forms of curricular and extracurricular activities (collage, comic, script, diary, wall newspaper).
4. The connection between the project idea and real life: the existence of a connection between theory and practice.

5. Self-organization and responsibility of project participants. Consultative nature of the teacher's activity.

6. The technology of teaching communicative competence (sociocultural, compensatory, educational) is substantiated, which is the main condition for the development of intercultural communication in general.

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4. The connection between the project idea and real life: the existence of a connection between theory and practice.
5. Self-organization and responsibility of project participants. Consultative nature of the teacher's activity.
6. The proven technology of teaching communicative competence (socio-cultural, compensatory, educational), which is the main condition of the development of intercultural communication in general.

This technology provides for the temporal and structural completion of the project, namely: the presence of a clear algorithm for the execution of consecutive actions.

- an individual approach in the form of independent mastery of a foreign language

The project method in teaching a foreign language in a non-linguistic (technical) university is a didactic means of activating the cognitive activity of future engineers, a method of developing their creativity, which simultaneously contributes to the formation of certain personal qualities. The main points on which this technology is based are independence, activity, effectiveness. a foreign language.

The project methodology is first of all an account of the individual characteristics of students, but it significantly contributes to the development of skills and the formation of skillful teamwork, decision-making and presentation in business and professional situations. The project method makes it possible to create a research, creative atmosphere in classes, where every student with any level of knowledge, skills

and ability is involved in a complex creative process, which contributes to the development of individual activity. It is clear that the last argument is especially important for students of technical universities studying with the help of project methodology.

#### References

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### **MAN AND TECHNICS THROUGH THE PRISM OF PHILOSOPHY**

*Yarmak T.V., Associate Professor of the department of philosophy and PPP  
Kharkiv National Automobile and Highway University*

Human, separated from nature, has created and continues to create a new environment - the technosphere, on the one hand, it provides new unprecedented opportunities for communications, creativity and a comfortable life, and on the other hand, it threatens the danger of reproducing a one-dimensional person, increases the generation of technological risks and provocations natural disasters.

Philosophers often define the current state of culture as a "crisis", which is reflected in the state of the spiritual sphere. The state of crisis is expressed in the aggravation of contradictions caused by the loss of the integrity of the system, the destruction of connections between elements that provide mechanisms of continuity. In the philosophical concepts of postmodernism, the crisis state of culture is reflected in an ironic attitude towards the former value bases of culture: truth, science, progress, etc. The process of cognition is compared to sliding on the surface, and creativity is compared to chaotic citation in the intertextual space [1]. Modern technologies are increasingly invading the inner world of a person, introducing inevitable changes in the perception of the world and forms of human communication. It is not only about information technologies.