

PROJECT TECHNOLOGY AS A COMPONENT OF EDUCATIONAL PROCESS

*Voronova Ye. M, Associate Professor
Kharkiv national automobile and highway university*

Modernization of educational activity in the context of globalization processes determines the urgency of the vital problems of the modern professional education system in the formation of a personality of the future specialist which should be a person of new formation, his personal development in the conditions of the market economy. Precisely this is emphasized in the Law of Ukraine "On Higher Education", the Law of Ukraine "On Vocational and Technical Education", the Concept of the Development of Vocational and Technical Education of Ukraine "the Main Directions of Reforming Vocational and Technical Education of Ukraine" and other documents. Many researchers consider the acquired knowledge to be a subject of changing constantly, therefore it is important for young people to be able to think independently, to learn, to work with information, autonomously improve their knowledge and skills in various fields, acquiring, if necessary, new knowledge, professions, because this will have to be done throughout their conscious life

Education in Ukraine foresees the need to find new approaches to teaching a foreign language. Turning to innovative forms of education requires the influence of the teacher on the activities of each student and his involvement in active educational and practical doings. One of the most organic and effective forms of teaching foreign languages is the project technology. This method helps optimize the learning process, organically combining the knowledge of

students from different fields to solve a single problem, makes it possible to apply the acquired knowledge of a foreign language in practice, generating interesting ideas at the same time. The project method is a relatively new in pedagogy and has attracted the attention of scientists in Ukraine. In project work, students are involved in exploratory educational and cognitive activities organized by a teacher, who relies on the opportunities and abilities of students for creative thinking. This method is currently rather relevant because, as a comparatively new technology in teaching foreign languages, it promotes the active involvement of students in various types of practical activities and allows them to develop their creative and individual abilities. So, it can be underlined that the main with this method is the development of communicative competence skills of students of technical higher education institutions of Ukraine.

The project method is one of the methods that contributes to the development of communicative competence in the study of English by students. The use of the method of educational projects in pedagogical work is determined by the need to form the personality of the XXI century, the personality of the new era, when the determining factors any society development will be human intelligence and information. When implementing the project, not only its results are valuable, but also the process itself, which allows students to feel like real future specialists in modern conditions of transformation of educational processes in higher education in accordance with the requirements of society and the labor market.

It's necessary to underline that any project is a set of actions specially organized by a teacher and performed independently by students to solve a problem significant for the student, culminating in the creation of a product. In European languages, the word "project" is borrowed from Latin: the verb "projectus" means "thrown forward", "that stands out, catches the eye". The project-based learning method relates to modern technologies, despite the fact

that it has its roots in the last century. The project technology arose at the beginning of the 20th century, when the thoughts of teachers and philosophers were aimed at finding ways to develop a child's active independent thinking. John Dewey (1850 - 1952), an American educator and psychologist, proposed a new system of school education at that time, according to which a child's knowledge should be acquired through independent activity and personal experience [1, 29]. Then the project method was directly developed by the American educator H. IN. Kilpatrick as a practical implementation of the concept of instrumentalism by J. Dewey in foreign educational institutions. After that this method was actively and very successfully developed in the USA, Great Britain, Belgium, Israel, Finland, Germany, Italy, Brazil and many other countries. Educators believed that the critically revised method of projects will be able to ensure the development of creative initiative and independence of students in learning and contribute to the direct connection between the acquisition of knowledge and skills and their application to solving practical tasks. The "Project Method" and its variant "Dalton Plan" gained popularity in various countries, particularly in Ukraine, where it was used in school and university education in the 20s of the XX century. [2, 4-11].

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 that the independent use of foreign languages in higher education comes to the forefront as a means of obtaining new information, enriching vocabulary, expanding linguistic knowledge, and applying them in future professional activities 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 integration.

Six differences of the project method can be distinguished, among which the following are the most significant, when the project participants:

- pick up a project initiative from someone in life;
- agree with each other on the form of education;
- develop the project initiative and bring it to everyone's attention;
- organize themselves for work;
- inform each other about the course of affairs;
- enter into a discussion

The project in projective education and the project method differs from each other. In the project method, a project is a means of learning and mastering certain educational material. In projective education - project development is the goal of education. So, when talking about the project method, we mean a way to achieve a specific didactic (methodical) goal through the development of a problem and obtaining a real practical result, in this case, the development of students' communicative competence as future specialists in engineering specialties [3,111]

Project activity is currently one of the most promising components of the educational process, as it creates conditions for creative self-development and self-realization of students, forms and develops all life necessary competencies that the Council of Europe identified as basic in the 21st century: multicultural, speech, informational, professional, political and social. 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 a person, his personality;
- clarity and focus on the conscious development of students' critical thinking;
- students get the opportunity to independently study a topic that interests them

• So, the main signs of the project methodology as a new personally oriented technology are:

- presence of the author's conceptual idea – a personal and active approach to learning a foreign language.
 - accuracy and predictability of results, awareness of ways to achieve them.
 - focus on the creation of a specific speech product (dialogue, monologue, etc.), embodied in the types and forms of educational and extracurricular activities (collage, comic, script, diary, wall newspaper).
 - connection of the project idea with real life: presence of connections between theory and practice.
 - self-organization and responsibility of project participants.
- Consultation-coordinating nature of the teacher's activity.
- grounded technology for teaching communicative competence (language, speech, sociocultural, compensatory, educational), which is the main condition for the development of intercultural communication in general.

This technology provides the temporal and structural completeness of the project, namely: the presence of a clear algorithm for the execution of sequential actions. The project method can be attributed to technologies dedicated to a person-oriented approach to foreign language learning. It has become widely used in many countries, as it allows to organically integrate the knowledge of students from different fields of science and technology when solving one project, it makes it possible to apply the acquired knowledge in practice, while generating new ideas. Project-based learning actively affects the motivational sphere of the learner. Work on projects:

- allows the student to enrich his knowledge of the subject;
- creates the most favorable conditions for the disclosure and manifestation of the student's personal abilities;
- reveals his individuality, more vividly reveals the creative potential of the future specialist;

- is one of the most successful forms of learning a foreign language, stimulating speech and mental activity of students and causing lively interest and healthy excitement;

- makes it possible to find application of individual abilities, needs, interests and desires of those who study;

- contributes to the unification of the student group.

- The project methodology meets all the goals of foreign language education:

- allows to analyze and systematize the studied material;

- develops the skills of all types of speech activity, intellectual and creative abilities of students;

- fosters a positive and tolerant attitude towards the culture of English-speaking countries and a deeper attitude towards his own culture.

The project method makes it possible to create a research, creative atmosphere in classes, where every student with any level of knowledge, skills and abilities is involved in a complex creative process, namely: it promotes the development of individual activity. It is clear that the last argument is especially important for students of technical universities who study using the project methodology.

References:

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