

# USE OF PROJECT METHOD IN TEACHING FOREIGN LANGUAGES

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The use of new information and teaching techniques is considered to be the basis of teaching and learning. The essence of today's teaching a foreign language is its communicative approach, that's why there is a growing need in seeking new methods and technologies. When we mention new techniques we mean giving classes with the use of interactive methods, business and role plays, cooperative learning, developing critical thinking, project work, etc.

Implementing the project method is justified by the fact that its using leads to communicative competence development and is aimed at creating a sustainable motivation for learning a foreign language. Interesting and unusual tasks, informal and friendly atmosphere create conditions for successful language learning where students are not just listeners or observers but active participants in educational process.

Project work focuses on applying but not imparting specific knowledge or skills in order to develop independent critical thinking, self-confidence, social responsibility and the so-called "team spirit". 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.

The project method requires special skills and training both from students and a teacher. Their roles in learning process change significantly. Teachers should not only give classes in the form of a lecture but need to be flexible, to a certain extent "artistic" and informal.

There are different types of projects. The project's choice is determined by a communicative task. Everything depends on the purpose and tasks that need to be solved in the course of the work. The type of project determines a structure, methods, sources of information and a reporting form. So we can distinguish such types of project work:

1. Group project - research is conducted by a group of students and each student studies a particular aspect of the topic;
2. Mini-project – research consists of conducting interviews;
3. Individual project – research involves the materials interesting for a student's topic and suitable for individual work.

The project to be successful must be based on a definite procedure. The main stages of a project work are:

1. Definition and development of the topic: learning vocabulary, grammatical structures, listening and reading texts on the topic, activating the material in lexical and grammatical exercises.
2. Discussion of the project topic: search for answers to problematic issues.
3. Development of the project plan.
4. Distribution of tasks, roles: the formation of creative groups, each group must be responsible for a certain issue of the topic under discussion.
5. Discovering additional information: search and selection of material in various sources, use of authentic materials for greater reliability of data.
6. Designing the project in Power Point.
7. Project Presentation.
8. Discussion of the project and summarizing: a general discussion according to the plan prepared by the teacher and general conclusions.

One of the most essential constituent of any project is discussion. The ability to organize a discussion is a necessary condition for successful joint project work in small groups. While discussing, students learn to consider the problem from all sides, formulate and express their viewpoints and develop their skills in expressing arguments and counter arguments.

However it's absolutely obvious that the project method cannot exist separately from all other teaching methods. Only in combination with other pedagogical methods and techniques we can achieve high positive results.

## **ВИКОРИСТАННЯ ІІІ У МОВНІЙ ПІДГОТОВЦІ ІНОЗЕМНИХ СТУДЕНТІВ-ПОЧАТКІВЦІВ: ПЕРСПЕКТИВИ ТА ВИКЛИКИ**

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ІІІ, або штучний інтелект (з англ. «AI, artificial intelligence») – «здатність цифрових пристроїв виконувати ті завдання, властиві розумним істотам» [3, с. 592] – не лише черговий здобуток технічного прогресу початку ХХІ століття. Як і будь-яка сучасна розробка, він може і має використовуватися у всіх сферах життя, включаючи освітню. Але використання такого потужного інструменту відкриває перед викладачем не лише певні перспективи, як-то підвищення мотиваційного компонента, зацікавленості здобувачів освіти, а в результаті – й підвищення ефективності навчання. Застосовуючи можливості ІІІ в аудиторії, ми можемо стикатися також із непередбачуваними і раніше невідомими викликами.

Дослідники окреслюють три основні складові, що дали поштовх розвитку штучного інтелекту в 10-20-х роках ХХІ століття. По-перше, це велика кіль-