UDC: 378.147:004.9(045)

THE IMPORTANCE OF THE PROJECT- TECHNOLOGY IN TEACHING TECHNICAL UNIVERSITY STUDENTS ON-LINE IN SITUATION OF EMERGENCY

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In the context of online learning, the use of project-based methods ensures the continuity of practical training, despite the limitation of face-to-face interaction, stimulating the active participation of students in the educational process. Carrying out projects in a foreign language that have personal meaning and practical significance increases motivation for learning and promotes a deeper assimilation of language material. In addition, group work on projects develops teamwork and communication skills, which is especially important in the distance learning format. In such conditions, the project-based method provides flexibility in organizing the educational process, allowing to adapt assignments to the individual needs and interests of students. In the context of online learning, this allows to take into account the various technical capabilities and personal circumstances of students, providing a more personalized approach [1].

In such situations digital technologies and resources in the online format of foreign language teaching open up wide opportunities for integrating digital tools into educational project activities. The use of educational platforms such as MOODLE, Meet, ZOOM, BBB contributes to the effective organization of independent work of students, provides access to a variety of resources and facilitates interaction between project participants. This allows to create virtual

teams, hold online conferences, discussions, debates, round tables on a particular project and work together on project documentation, which reflects the real conditions of modern professional activity and opens up new opportunities for deepening knowledge of a foreign language

The project technology of teaching foreign languages also, and what is very importantly, allows the educational process to be guaranteed even in the absence of the physical access to the University, forced movement of students or limited interaction with teachers. Key aspects that make this method especially effective in a crisis:

- project methodology allows organizing training in such a way that it corresponds to different levels of students' training and their technical capabilities. In wartime conditions, when some students may be in areas with limited internet access, assignments can be adapted for offline completion with subsequent uploading of the results;
- in wartime, students can work on projects asynchronously, using minimal resources (for example, writing technical instructions in English for volunteers working on engineering and technology projects).

The importance of the project-based methodology for teaching students online in emergency situations lies in its flexibility and adaptability, it is easily adapted to changing conditions and can be implemented in various formats - individually or in groups, synchronously or asynchronously. In war or pandemic conditions, when access to resources may be limited, this approach allows the use of digital tools (for example, Moodle, Google Classrooms, Zoom platforms) to coordinate work, discuss ideas and share materials.

The project-based methodology activates the learning process, making it more dynamic and focused on specific results. Students get the opportunity to choose project topics, work on current problems in their professional field and see the practical significance of their work. In the online format, this is especially important, since standard lectures and seminars often cause fatigue

due to prolonged time spent in front of the screen. Here this method helps maintain a high level of engagement through interactive tasks, role-playing games, and other modern approaches to learning, which helps to increase student motivation and engagement. Project-based learning focuses on the use of language in real-life situations, which indicates the practical focus of training. For example, students in technical specialties can develop English-language technical reports, presentations or video projects, which allow them to integrate language learning with their professional training. This compares favorably with traditional memorization of grammar rules and standard exercises. Naturally, in a crisis, teachers cannot always provide prompt feedback. Here, digital tools such as Google Classroom allow teachers not only to promptly track the implementation of project stages, but also to provide students with detailed feedback at each stage of the work. This makes it possible to promptly correct errors, guide students in the right direction and improve the quality of the final result. In addition, artificial intelligence technologies, chatbots and automated verification systems (for analyzing the originality of texts) help ensure the objectivity of assessment and reduce the workload of teachers [2].

The project technology in situations mentioned above teaches students to independently analyze information, search for solutions and apply knowledge in practice. At such times, students experience isolation, which negatively affects their motivation and level of involvement in the educational process. Project work in teams helps maintain social interaction and develop teamwork skills. In wartime, students can work on a joint international project related to technical volunteering (for example, developing an English-language guide to repairing equipment for the front)., and students can also create a web resource with technical terms and their translations into English for specialists working in the field of transport. Unlike traditional methods, project-based learning allows students to apply the foreign language, they are studying, in professional situations. They do not just study grammar and vocabulary, but use language as

a tool for solving engineering problems. For students of transport specialties, the following project are proposed:

- operation of transport systems, warehouses delivery of products and equipment by drones;
- sustainable green logistics:
- reducing carbon footprints in freight transport;
- route optimization for logistics and freight transport:
- impact of blockchain technology on supply chain transparency;
-developing a smart city transport system with integrated mobility solutions;
- automation in warehousing;
- future of smart storage facilities
- designing a smart inventory management system for a retail chain

The teacher plays the major role in online learning using project technology, he acts as a coordinator of the educational process, performs a motivational function, he is a methodologist, a psychologist and a moderator. The teacher is the key figure providing the structure and sequence of the educational process, as the organizer of the educational process, the teacher determines:

- the goal and format of the project (individual, paired, group);
- online tools for interaction - video conferencing (Zoom, Microsoft Teams, Google Meet), Collaborative documents (Google Docs), LMS platforms (Moodle, Google Classroom);
- creates clear instructions for the implementation of the project, time frames and assessment criteria;
- assigns roles in the group (researcher, designer, speaker, editor).

The motivational role of the teacher is that during a crisis, students often lose motivation, so the teacher must maintain their interest, namely: connect projects with real problems and interests of students, use elements of gamification (award system, competitions, ratings), demonstrate the value of the

studied language in everyday life and career, give the opportunity to choose the format for completing the project (video, podcast, blog, infographics) [3].

The methodological role of the teacher is undoubtedly the most important one and it consists primarily in the fact that the teacher develops materials and adapts teaching methods to crisis conditions., uses mixed methods (online lectures + independent assignments)., applies asynchronous learning (recorded lectures, forums, chats), selects authentic materials (news, podcasts, articles, blogs),

In crisis situations, students need not only academic but also psychological support. The psychological and supportive role of the teacher is that he supports students, showing empathy and flexibility, creates conditions for the development of communicative competence in a safe environment, organizes interactive and group projects that promote social adaptation of students. The role of the moderator is the direction by the teacher of the educational process, but the teacher does not dominate here, but promotes autonomous learning of students. encourages critical thinking, discussing current issues and searching solutions, organizes work on projects in the format of web quests, debates, presentations and other interactive methods.

The forced transition to online learning has opened up new opportunities for the application of the project-based methodology in the educational process of technical universities. Flexibility, practical focus and development of key professional skills make this method one of the most effective tools for training specialists who can successfully adapt to the changing conditions of professional activity in the digital age.

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УДК: 796.41. 796.03: 94 (477)

ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ ВИВЧЕННЯ ІСТОРІЇ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ УКРАЇНИ У ПЕДАГОГІЧНОМУ ПРОЦЕСІ

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Актуальність. У серпні 2025 року був прийнятий Закон України «Про засади державної політики національної пам’яті українського народу» [5]. Слід зазначити, що метою державної політики національної пам’яті українського народу є – «формування спільного розуміння минулого шляхом відновлення та збереження національної пам’яті, підтримки досліджень з історії України та її популяризації для зміцнення єдності українського народу» [5, с. 1]. Водночас метою та завданням навчальної дисципліни Історія фізичної культури і спорту України як педагогічного процесу є – вивчення основних етапів виникнення та