

TRAINING PROJECT IN TEACHING FOREIGN LANGUAGES

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Анотація

У цій роботі досліджується важливість застосування методології проекту у навчанні іноземних мов. Вона має ряд переваг і допомагає у вивченні мови дуже легко. Вона виконує принцип переходу від освіти до самоосвіти, позитивного емоційного навчання. В 21-му столітті інтенсифікація і модернізація освіти вимагають креативної освіти особистості. Ці тези також розглядають метод проектування, який діє як метод для спеціальної інтелектуальної діяльності. Мета цієї роботи вивчити важливість цього методу.

Ключові слова: методологія, проект, креативна освіта, іноземна мова, освітній заклад, навички.

Abstract

This article deals with the importance of applying projecting methodology in teaching foreign languages. It has a number of advantages and helps in learning a language very easily. It performs such principle as transition from education to self-education, positive emotional background of training. In the 21st century the intensification and modernization of education requires the creative education of the individual. This article also discusses projecting method acting as a method for special intellectual activity. The aim of this paper is to study its importance.

Keywords: projecting methodology, creative education, foreign language, educational institution, skills.

RESULTS OF RESEARCH

The main aim of using information technology foreign language is to create an educational environment that provides real conditions for learning use of the target language and its culture. Knowing a foreign language, especially English makes a specialist of any sphere more competitive as labor-market. Nowadays teaching foreign languages at higher educational institutions undergoes great changes. Equipping higher educational institutions with computers provides huge information capacity. It increases cognitive students' activity and promotes motivations. It gives opportunity to solve a number of tasks. They are: improving reading skills, speech skills, discussing the problems interesting for everybody. The information technology increases enthusiasm of students through active involvement in the process of live communication and interaction. It gives great potential for a variety of teaching methods, job satisfaction, intensification of the educational process that allows to organize the educational process rationally. It develops professional communication skills of students and teachers.

Technical advantages of teaching English with the help of the media lie in the fact that sound-cards allow the user to record this/her speech and then listen to and compare it with the pronunciation of native speakers. Graphical capabilities of computer can represent any type of activity in the form of pictures or animations. It develops the ability to learn, to find the necessary information and develop cognitive independence of student. It helps mental development, the formation of scientific picture of the world, the ability to manage students' intellectual activity, productive imagination, memory, attention and reflection.

A method of projecting creates an atmosphere of co-creation in communication, including the emotional sphere of the students, personal interest of the student, a joint search for truth, self-evaluation, self-sufficiency. This method helps to develop the ability to extract information from a variety of sources, to process it with the help of modern technologies. All these factors create language environment that results in the appearance of the natural need to interact in a foreign language. The project methodology allows individual work on a topic that is of greatest interest to each participant of the project.

The initial stage of work on the project – the introduction and discussion of the topic is offered in the usual lesson. Students learn simple sentences using grammar material. Practical work on the project begins at the stage of “fixing the material” and “repetition”.

The project method provides an opportunity for students to use the language in situations of real everyday life, which undoubtedly contributes to better learning.

Definitions:

B.M. Shedden: "Project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievements."

E.S. Polat: "The cooperative learning is not only easier and more interesting, but much better. It is important that the effectiveness of the following method applied not only to the academic success of students, but also to their information and intellectual development, moral development."

The main principles of the project method are:

1. The principle of purpose;
2. The principle of activity;
3. The principle of experience;
4. The principle of social experience;
5. The principle of reality;
6. The principle of freedom;
7. The principle of utility.

Problems of situations should be social ones. These provide better social training and give more satisfaction.

After the project work students know that being a team member entail certain obligations, most of them develop skills for solving in-group conflicts, and learn to be responsible in relation to the role assigned to them. Most importantly, all students, regardless of language performance, or motivational intensity develop their cooperative skills. Also, their computer skills improve, mainly, the ability to use the Internet to search for information.

The most serious problem related to the projecting is that students are not always familiar with group work. Another difficulty is that some students feel that the duration of the project is too long. Some students may lose interest and motivation by the end of the project. It seems that short-term projects may have more validity than long-term ones.

Finally, some students may have difficulty accepting the new role of the teacher as a facilitator and coordinator, and not as a source of knowledge and provider of solutions. At the beginning of project work some students feel uncomfortable with being given choices (e.g. topic selection, team formation) and will be thus apprehensive about project work. However, most of them should realize that the teacher is there to support and assist them albeit in a different way.

CONCLUSION

The method presented in this article is a way of teaching English as a foreign language. Students acquire knowledge through a process of "building" problem, form groups, cooperate, use authentic "real" information sources, process and evaluate them, take initiatives and make decisions. They develop autonomy because they have choices and develop a sense of control and responsibility for their learning, approaching learning in a way that suits their "abilities, styles and preferences".

The pedagogical implications are clear. Education is not offered with impersonal teaching methods and educational tools. The teacher is indispensable source of inspiration and encouragement, a "living example" to students.

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