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THE ROLE OF THE PROJECT METHODOLOGY IN THE DEVELOPMENT OF COMMUNICATIVE SKILLS TO UNDERGRADUATE STUDENTS

У статті розглядається проблема навчання комунікативним навикам студентів старших курсів з використанням проектного методу.

Ключові слова: освіта, технологія, проект, комунікація, метод.

В статье рассматривается проблема обучения коммуникативным навыкам студентов старших курсов с использованием проектного метода.

Ключевые слова: образование, технология, проект, навык, коммуникация, метод.

The article considers the problems of teaching communicative skills to undergraduate students by using the project method.

Key words: education, technology, project, skills, communication, method.

Statement of the problem. Compliance with the latest objectives of education and the conditions of international communication is a need and demand for a new educational technology in teaching a foreign language. Nowadays, at educational institutions a traditional approach to conducting classes in a foreign language is dominated.

Analysis of studies and publications. At the present stage of development of education one of the most progressive methods of learning is the project methodology which is examined in detail both by foreign and domestic authors: I.L. Bim, I.A. Zimnyaya, O.M. Moiseyeva, E.S. Polat, D. Phillips, I. Chechel and many others.

Thus, I.L. Bim believes that the project activity serves as an important component of productive education and is a non-standard way of organizing the educational process through active ways of actions (planning, analysis, etc.) [1].

I.A. Zimnyaya draws attention to the accuracy and predictability of the objective, the awareness of how to achieve them, connection of the project ideas with real life [2].

E.S. Polat justifies the use of project methodology as a new educational technology in the development of modern didactics as follows:

- project methodology in the still existing class-lesson system is most easily fits into the learning process, and may not affect the content of the training, which is defined by the educational standards for the basic level;
- project methodology is a technology that allows for the integration of it into a real educational process and successfully achieve the purpose set by the state standard of education;
- project methodology is a true pedagogical technology, humanistic not only for its philosophical psychological effect, but in a purely moral sense, it provides not only a strong uptake of educational material, but also intellectual and moral development of students, their independence, communication skills and the desire to help others; rivalry, arrogance, authoritarianism, so often generated by traditional pedagogy, are incompatible with this technology [3].

The purpose of this article is to define the role and effectiveness of the project methodology for foreign language teaching senior students of language specialists.

The main material. The need for continual improvement of the system and practice of education due to social changes taking place in modern society.

The issues to improve the quality of training and the level of knowledge of the students were and still are the priorities in modern methods of teaching foreign languages.

The reform of the education system and the introduction of new teaching technology in teaching practice should be regarded as an essential condition of intellectual, creative and moral development of the student. That development is the key word of the pedagogical process, the concept of deep learning.

Foreign language has great potential to create conditions for cultural and personal formation of the student. The main purpose of learning a foreign language at the present stage of development is the formation of the identity of the student who is able and willing to participate in cross-cultural communication in a foreign language and to improve himself in learning a foreign language.

Today the main task for the higher education institutions of the country should, first of all, be implementation and effective use of new educational technologies. One of such technologies is the project methodology.

The use of project methodology is especially urgent at the undergraduate institutions of higher education. It is at the undergraduate education that the first thing is the use of an independent foreign language as means of getting new information, enriching vocabulary, expansion of linguistic knowledge and their application in various fields.

When using a project methodology for foreign language lessons we should focus on student individuality, his personality. There is a more active engagement of all kinds of speech activities, the construction of the detailed statements of their own. The initiative and spontaneity of student speech plays an important role.

In preparing the material, students use authentic problematic texts as sources of information, which, naturally, expands their view of the world and forms a linguistic competence.

The need to talk about how to address the speaker focuses on the content of speech, and language shapes the thoughts. For the successful acquisition of project activities the student needs intellectual, creative and communicative skills.

Creating a project in a foreign language allows students a deeper approach to the issues raised in certain predetermined topics, conduct research, and then analyze the results. The project method is an alternative to the traditional approach to teaching, in particular, to teach a foreign language in schools.

The traditional approach was based mainly on the assimilation of knowledge and willingness to reproduce it.

The popularity of the project method in teaching a foreign language and, especially, the development of communicative skills of students due to the fact that because of its didactic nature, this method allows us to solve the problem of students' creative abilities, skills to construct new knowledge and apply them to address the cognitive and practical problems, navigate in the information space, to analyze the information.

The main advantages of the project method over all other methods are:
- first, a pragmatic focus on results;
- secondly, the possibility to see the result , interpret, and apply in real practice;
- thirdly, the ability to integrate the knowledge of students from different areas around the solution of a problem. [4]

When using the project method while teaching a foreign language and communication skills to students it is important to determine the appropriate scope of work, and the development of the project structure.

The technology of the project has three stages:
- preparatory;
- basic;
- the final.

At each stage, certain tasks are solved, and the roles of a teacher and students are defined (table 1) [5].

Table 1.

The stages of the project technology.

Stages	Content of work	Students' activity	Teacher's activity
1. The preparatory phase			
Motivation step and determination of the purpose	Definition of the topic. Identifying problems. Clarification of the goals of the final result. Selection of the working groups	Clarify the information. Discuss the tasks. Identify problems	Motivates students. Helps with the formulation of project objectives. Watches
The planning step	Analysis of the problem, hypotheses, the rationale for each of the hypotheses. Identification of sources of information, methods of collection and analysis. Setting objectives and selection criteria for evaluating the results. The allocation of roles in the team	Hypothesize solutions, form the task. Determine the sources of information. Choose and justify their criteria of success	Helps with analyzing and synthesis

The decision-making step	Discussion of the adopted hypotheses. Selection of the optimal variant. Determining how to view the result. Gathering information – interviews, surveys, observations, experiments	Discussion of test methods. Selection of the optimal variant. Determining information sources	Observes. Consults. Advises. Supervises
2. The main stage			
Implementation of the project	Search for information that would prove the hypothesis. Implementation of the project	Work at information. Do the research. Analyse the ideas.	Observes. Directs the analysis process (if necessary). Prepares and fills out individual maps for each student.
3. The final stage			
Defence of the project	Preparation of the report. Justification of the project process. The explanation of the results. Defence of the project	Defend the project	Observes. Guides the process of defence (if needed). Asks questions as ordinary member
Testing and evaluation of results	Analysis of the implementation of the project, the results achieved (success and failure). Analysis of achieving this goal. Evaluation of the results, the identification of new problems	Self-analysis and self-assessment of the project	Participates in the analysis and evaluation of the project results

Conclusions. The project methodology, being an innovative technology, is related to the main objectives of modern education. It is necessary to widely use a reflective approach in teaching (analysis and synthesis of ideas) and to stimulate the students' ability to formulate their own judgment in a foreign language, to reconsider the traditional role of the teacher and student in the classroom to develop skills in spoken foreign language.

The project methodology is based on a personal approach, which means that it is necessary to rebuild the educational process and to focus it on the fact that the students should themselves solve cognitive-communicative and research tasks. This will consider the project-based learning as one of the most effective and intensive methods of teaching foreign languages.

The project methodology contributes to achieving high performance in training, which is the purpose of teaching foreign languages.

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