"PROJECT METHOD" AS A PEDAGOGICAL TECHNOLOGY

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ABSTRACT: The article deals with the project work, components, processes and stages of it. Basic principles and reflections of such methods in language teaching have fully been stated. Main Methodological and theoretical approaches of project work have been clearly analyzed.

KEY WORDS: "project method", main components, stages of project activity, non-equivalent vocabulary skills related.

INTRODUCTION. The main goal of teaching foreign languages is to form a communicative competence, which includes not only practical knowledge of a foreign language, but also the ability to work with information: printed, audio in different media, i.e. the ability to critical and creative thinking. To implement the goals of the modern education system, world pedagogy has taken a personal-oriented approach. Along with such methods as learning in collaboration, discussions, role-playing games of a problem orientation, the "student Portfolio" project method most fully reflects the basic principles of a personality-oriented approach based on the principles of the humanistic direction in psychology and pedagogy.

LITERATURE REVIEW. By its very nature, the project method assumes the need to differentiate learning, focus on the student's personality, needs and opportunities, and is based on the principles of cooperation and inclusion of students in active activities. Using the project method in teaching AI allows students to use a foreign language as a means of knowledge, a way to Express their own thoughts, perception and understanding of the

thoughts of other people. This is the most effective way to switch the attention of students from the form of utterance to the content and engage in the knowledge of the world by means of a foreign language, thereby expanding the scope of socio-cultural competence. At the present stage of development of the technique of domestic and foreign researchers the possibilities and advantages of this method in achieving a qualitatively new level of training and education (Bukharkina M. Yu., V. V. Kopylov, A. P. Kuznetsov, O. M. Moiseeva, E. S. Polat, T. E. Sakharov, S. Haines, D. fried-Booth, etc.); investigate the possibility of using the project method in the teaching of computer science (S. I. Gorlitskiy, N. Yu.Pakhomova); creating new courses with the introduction of educational projects in educational process of higher school (I. Y. Solovyov); the use of the potential of the project method in the teaching of foreign languages (E. S.Polat, M. Bukharkina Yu, V. V. Kopylov), prepare teachers to guide project activities of the students (T. Y. Tambourine, I.e. Bazaev, A. V. Kurova); use the project method in the implementation national regional component of the content of teaching foreign languages (A. P. Kuznetsov); the use of the project method as a means of professional and pre professional preparation of students in classes and schools of tourist profile (V. K. Borisov, T. V. Voroshilov, Yu. V. Kirimova, 4 I. A. Malakhov), etc. Modern domestic and foreign didactics and methods consider the content of training not as static, but as a constantly changing and developing category associated with the learning process. At the same time, the content of teaching any subject includes not only what you can hear or see in the lesson, what is expressed or clearly represented by the teacher or student, but also what they think, feel and experience, as well as the mental processes that occur in their heads, when one reveals, and the other develops the world of a different national culture.

METHODS AND METHODOLOGICAL APPROACHES. The analysis of the main methodological and theoretical approaches to the study of possible ways to use the project method as an effective means of forming communicative competence has shown that the project method in the process of learning a foreign language allows you to integrate

various types of foreign language speech communication to solve certain information and research problems. Project activity puts the student in a situation of real use of the language being studied, makes it possible to shift the focus from the linguistic component to the content and focus their attention not on the language, but on the problem, contributing to the awareness of the goals and opportunities of learning a foreign language, including the process of learning a foreign language in a productive creative activity. The educational process is built not in terms of priorities of the educational material, but in terms of the development of the student's personality, based on its interests, abilities, and capabilities. The content of training is all that is involved in the activities of the teacher, the educational activities of students, educational material, as well as the process of its assimilation.

RESULTS AND DISCUSSIONS. Orientation to the final result of training, which is manifested in a certain level of development of students ' ability to communicate at the intercultural level, dictates the need to talk about the multicomponent content of training. The training content includes the following main components:

• Areas of communication activities, topics, situations and their deployment programs, communication and social roles, speech actions and speech material (texts, speech samples, etc);

• Language material, rules of its design and skills of operating them; * a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication;

• The system of knowledge of national and cultural features and realities of the country of the studied language;

* Training and compensating (adaptive) skills; The content of teaching a foreign language should be aimed at introducing students not only to the method of speech communication, but also to the culture of the people who speak the language being studied, to the national

and cultural specifics of speech behavior in the country of the language being studied. It should form the student's idea of various spheres of modern life of another society, its history and culture. At the same time, teaching students the language through the culture of another people, i.e. through the dialogue of their national culture and the culture of another people, must be carried out constantly, starting from the first steps of studying the subject. In this regard socio-cultural knowledge becomes relevant: * Non-equivalent vocabulary (within the areas of communication and topics for each stage of training); * Behavioral etiquette adopted in the country of the language being studied in typical situations of everyday and business communication (to a limited extent); * Socio-cultural features of the country of the studied language; * Geographical, natural-climatic, political features of the country of the studied language; * Basic information about their country's history, from the history of culture, science, technology, and the current state of these aspects; * Modern aspects of life of peers abroad; * National traditions, holidays of the country of the studied language; the ability to combine them with their own experience. The socio-cultural component of the training content is designed to introduce students to the background knowledge of their peers abroad. But it is very important that the socio-cultural component of the training content does not serve as a kind of advertisement for someone else's lifestyle. Its purpose is to expand the general, social, and cultural horizons of students, stimulate their cognitive and intellectual processes, and teach them to tolerate the peculiarities of behavior (speech and non-speech) of representatives of their own society and other cultures. Success in the implementation of the tasks of teaching the ability to use the new language code in order to penetrate the new national culture fully depends on how consistently the reliance on the speech and life experience of students in their native language and culture is carried out. The quality of the educational process depends equally on the professional skills of the teacher, as well as on the ability of the student to understand and accept the tasks and content of the subject. The student should be able to effectively and efficiently build their activities to master foreign language speech skills and abilities, methodically, and,

therefore, focusing on the goal of learning, build their communication with the teacher, friends, with the book, etc. Therefore, as an important component of learning a foreign language, educational skills that make up the student's strategy for language acquisition are highlighted. These include:

1. Skills related to intellectual processes: *observe a particular language phenomenon in a foreign language, compare and contrast the language phenomenon in a foreign language and in the native language; * search for and highlight relevant/relevant / key information in accordance with a specific training task; * compare, compare, classify, group, and systematize information according to a specific learning task; * anticipate information, generalize information received, evaluate what is listened to/read; * capture the main content of messages;

* formulate (verbally and in writing) the main idea of the message; * make a plan, formulate theses; * prepare and present detailed report-type messages.

2. Skills related to the organization of educational activities and their correlation: * Work in different modes (individually, in pairs, in a group), interacting with each other; * use of bibliographic and reference materials; * control your actions and the actions of your friends, objectively evaluate these actions; * ask for help, additional explanations to the teacher, friends. The content of teaching a foreign language is based on the interaction of three important elements of the learning system: educational material (subject) - teacher-student. Educational material affects the motivational sphere of the teacher's activity: it can arouse interest and desire to work with the material, or, on the contrary, for one reason or another, become a factor in the emergence of alienation between them. Through the personality of the teacher, his creative experience, emotional sphere, educational material influences the student, who, by assimilating it (or not) and at the same time experiencing the influence of the teacher, is formed as a person. This is why a significant role is played by the consistency of motives of the subjects of the foreign language teaching system that create it

and their relationships. Both the teacher and the students must understand and fully assimilate the new content of the educational subject, as well as be able to use adequate forms, techniques and methods of teaching for its assimilation. In the methodology of teaching foreign languages, the concept of "method" has two meanings: * Method as a methodological system or principal direction in teaching a subject, Method as a way and method of achieving a certain goal in teaching and learning. Based on this goal and the General laws of teaching the subject at the present stage, it can be argued that methods are a set of methods and techniques of joint coordinated activities of teachers and students, as well as students with each other, in the course of which the latter achieve a certain level of foreign language proficiency and have a significant developmental impact on the personality of the student, on his ability and readiness to use the language being studied as a means of social interaction and mutual understanding with representatives of another culture, a means of knowing this culture. When selecting modern teaching methods (methods, techniques, forms of training), the following criteria should be taken into account, according to which the methods used should: * create an atmosphere in which the student feels comfortable and free, stimulate the interests of the student; * affect the student's personality as a whole, involve their emotions and feelings in the learning process, and stimulate their creative abilities; * activate the student, make him the main actor in the educational process; * create situations in which the teacher is not the main figure; * teach students to work on the language independently at the level of its physical, intellectual and emotional capabilities, i.e. to provide differentiation and individualization of the educational process; * provide various forms of work in the classroom: individual, group, collective, stimulating activity, independence, creativity of the student. Project technology is widely used in the field of foreign language and culture learning, in the educational process, as a person oriented technology that implements learning in cooperation. According to the nature of the final product of project activities, the following types of projects in the field of foreign language learning can be distinguished:

1. Constructive and practical projects: (collage, diary of observations, game and its description).

2. Game-role-playing projects (playing games, dramatizing or composing a play).

3. Information and research projects.

4. Projects of a specific sociological survey.

5. Publishing projects.

6. Scenario projects.

7. Creative works.

"The effectiveness of using the project method concerns not only the academic success of students, their intellectual development, but also their moral development. The main idea of learning in cooperation is to learn together, and not just to do something together" (Polat E. S. 1999). The Actualization of the collective subject of educational activity in the process of using project technology contributes to the development of the necessary qualities of the student as an Autonomous and socially active person, able to interact in the study group and take responsibility for both personal and for the study group. This creates conditions for the socialization of the individual, the development of business activity of the student. Project work on foreign languages allows us to provide conditions for the use of the language being studied in situations of real intercultural communication for various informational, educational, professional, socio-cultural purposes, and thus to realize and test the degree of formation of communicative skills. Project work has a General structure regardless of the type of project and the stage of training. - Activity of the teacher.- Activity of students.- The result of project activities. Stages: a) goal setting - search, goals, discussion, decision-making about the problem, tasks, and final product;b) organization and planning;C) choice of funds;d) the implementation of the project;e) drafting a working version of the project;f)

drafting the final text of the draft;g) presentation of the project;h) project evaluation and presentation;I) the reinforcement or the project report. By duration and content, projects can be: 1. Short-term (mini) lessons from 1 lesson to 6- 10 lessons. 2. Average duration of 1-2 weeks. 3. Long-term projects (within a year or two). For the successful organization of students ' project activities, the teacher's preparation of the project task before the lesson is also important. Under the project task, we understand the object of project technical activity, the idea that has a certain target set of the final result, the implementation of which requires the search for evidence, integration of knowledge and skills. The teacher needs to solve the following tasks: choose a topic for the upcoming project, identify the problem, and formulate possible solutions:

* Hypotheses for solving the problem; select problem situations to identify the problem and formulate hypotheses;

* Students; select the content of the training and prepare questions for discussion;

* On the alleged problems and hypotheses; identify sources of information, think through possible technical, organizational;

* Provision.

CONCLUSION. The results of the check give the following conclusions: 1.The proposed method is adequate to the purpose of the study. 2. using the project method at the middle stage of learning a foreign language has a number of advantages, the main of which are:

a) increasing the level of students 'communicative competence;

b) improving the motivation and development of students' cognitive interests, self - and mutual assessment abilities;

c) developing intellectual skills of critical and creative thinking;

d) the ability to take into account the age and psychophysiological characteristics of adolescents.

For many teachers today, methods of critical thinking, problem-based learning, modular learning, game technologies, information and communication technologies, and project methods have become familiar. The project method is now very widely used in training. Project activity is aimed at cooperation between the teacher and the student, at the development of the individual and his creative abilities, and is a form of evaluation in the process of continuing education. The project method is focused on independent activities of students-individual, pair, group, which students perform for a certain period of time. This is an activity that allows you to Express yourself individually or in a group, try your hand, apply your knowledge, show publicly achieved results.

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