Application of Project Based Learning Technology in the Process of Forming Intercultural Communication Competence

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ABSTRACT

The article deals with the issues based on the application of project-based learning which is considered as one of the most effective ways of mastering foreign language. The effectiveness of the application of PBL technology is confirmed by the analysis and detailed study of domestic and foreign studies. The authors focus on the essence of the project based learning; determine the approaches to its application, methods and principles of project work. The advantages of the project technology of teaching a foreign language are substantiated. This work is also supplemented by consideration of the work experience of students engaged in project activities in their areas of training. In conclusion, the article concludes that the project method of teaching contributes to the development of linguistic and intellectual abilities, develops a steady interest in learning a foreign language and causes a need for self-education.

Keywords: project based learning, foreign language, self-education, PBL technology, methods, and principles.

INTRODUCTION

As it is known that, the project method is one of the most popular in the world, because it allows you to rationally combine theoretical knowledge and their practical application to solve specific problems of the surrounding reality in the joint activities of students. In recent years, this technology has become increasingly widespread in teaching foreign languages.

The purpose of teaching a foreign language is the communicative activity of students, i.e. practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only enlivens and diversifies the educational process, but also opens up great opportunities for expanding the educational framework, undoubtedly carries a huge motivational potential and contributes to the principles of individualization of education. Project activity allows students to act as authors, creators, increases creativity, expands not only the general outlook, but also contributes to the expansion of language knowledge.

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So, the popularity of the project method is due to the fact that, due to its didactic nature, it allows you to solve the following tasks:

- development of creative abilities of students,
- development of skills:
- independently construct their knowledge and apply it to solve cognitive and practical problems,
- navigate in the information space,
- analyze the information received, since at different moments of cognitive, experimental or applied, creative activity, students use the totality of all the listed intellectual skills and abilities.

DISCUSSIONS

The project method is a didactic category. This is a set of techniques, operations of mastering a certain area of practical or theoretical knowledge of a particular activity. This is a way of cognition, a way to achieve a didactic goal through a detailed development of a problem (technology), which should end in a very real, practical result.

The main goals of the project method

The project begins with goal setting. Properly formulating goals is a special skill. The goal is the driving force of every project and all the efforts of its participants should be aimed at achieving it.

The following project goals are highlighted:

- Cognitive goals - knowledge of objects of the surrounding reality; studying ways to solve emerging problems, mastering the skills of working with primary sources; setting up an experiment, conducting experiments.

- Organizational goals - mastering the skills of self-organization; the ability to set goals, plan activities; develop group work skills, mastering the technique of discussion.

- Creative goals - creative goals, design, modeling, design, etc.

Basic requirements for the project method

1. The presence of a problem/task that is significant in the research, creative plan, requiring integrated knowledge, research search for its solution.

2. Practical, theoretical, cognitive significance of the expected results.

3. Independent (individual, pair, group) activities of students.

4. Structuring the content of the project (indicating the phased results).

5. The use of research methods that provide for a certain sequence of actions:

- definition of the problem and the research tasks arising from it;

- putting forward hypotheses for their solution;

- discussion of research methods;

- discussion of ways of registration of final results;

- collection, systematization and analysis of the obtained data;

- Summing up, registration of results, presentation;

- conclusions, promotion of new research problems.

Working on a project involves a creative component of assessment; it is impossible to evaluate a project with a regular mark. It is desirable to develop criteria that allow you to see the various aspects of the student's activity in the course of his work on the project, as well as to evaluate the result of this work. Students get acquainted with the assessment criteria in advance, at the very beginning of the work on the project. The assessment criteria should be a kind of instruction for the student when working on the project.

In his work, S. Haynes argues that project work contributes to the formation of communicative skills, has a positive effect on motivation, and is the key to successful language learning [1].

M. Legutke, H. Thomas, K. Kandlin offer three types of projects [13]: side projects that allow students to establish contact with native speakers; text projects that encourage students to use English-language texts; and classroom correspondence projects that include photographs, audio recordings, and letters between students from different countries.

According to N.D. Galskova, project work is characterized as one of the modern methods of teaching English. This teaching method forms social competence, develops a sense of responsibility, the ability to speak in public, and reasonably present the result of project activities [3]. Working on a project not only makes it possible to use a foreign language at the level of real communication when discussing the progress of work on a project, but also allows you to improve certain aspects of the language and teach speech etiquette [5].

Project activity enables the student to show independence in the organization and control of their activities related to the use of computer technology [4]. In project technology, it is very important to use Internet resources that contribute to the formation of skills for autonomous learning of a foreign language.

F. Fitzpatrick defines the conditions necessary for organizing autonomous learning:

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- a positive attitude and readiness of the student to take on a certain share of responsibility for improving their level of knowledge in the process of mastering a foreign language;

- the ability of the teacher to create a relaxed atmosphere of the lesson, skillfully manage the activities of students;

- development of social competence of students, motivation of project participants to achieve goals and results [3].

Autonomous learning involves the independent activity of students through the use of information and communication technologies in the educational process [4]. Designing and using interactive methods of teaching a foreign language requires not only from students, but also from teachers a high level of autonomy.

When developing projects, it is necessary to take into account their characteristic features. In practice, one has to deal with mixed types of projects with elements of research and creativity, role-playing, practical orientation with interdisciplinary integration. Thanks to the project-based learning technology in the process of mastering a foreign language, students improve their general educational level, forming universal competencies.

When starting to introduce the project method into pedagogical practice, it is necessary to take into account the following problematic points that will inevitably arise along the way.

1. There is always a danger of overestimating the result of a project and underestimating its process. (Therefore, the development of criteria for evaluating the project is mandatory). Evaluation is usually given to the presentation, and it is the result of the project that is presented. In order for the assessment to be objective, it is necessary to take into account the analysis of the project portfolio materials (project folder with materials)

2. The main danger in the implementation of a research project is its transformation into an abstract. It is not enough to study any works and state their content. The student must have his own point of view on the phenomenon under consideration.

3. One of the most difficult is the issue of the implementation of educational tasks in the course of project activities.

It should be noted that despite the prospects of the project method, its implementation has a number of limitations:

- excessive enthusiasm for the method of projects to the detriment of other methods and forms of education;

- Significant time consumption;

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- Unclear criteria for evaluating the tracking of the results of work on the project;

- low motivation of students to implement only the method of projects.

These restrictions do not allow the use of the project method in every lesson. However, when studying specific disciplines, it is advisable to use it several times.

Analyzing the practical experience of developing projects presented above, we can conclude that the use of the project method in the process of educating students by means of the English language integrated students into various environments: social, linguistic, etc., students were included in real research activities and aimed at getting real result.

In addition, the independent choice of the content and methods of activity contributed to the development of the emotional sphere of the individual, her abilities, inclinations, and interests.

CONCLUSION

Applying project-based learning technology in foreign language lessons, it should be noted that project activities can teach children a lot: the ability to recognize a problem and transform it into the goal of their own activity; the ability to set a strategic goal and break it down into tactical steps; the ability to assess available resources, incl. own forces and time, distribute them; the ability to extract information, critically evaluate it, rank it by importance, use various sources; the ability, having completed the work, to evaluate its result, compare it with what was stated as the goal of the work; the ability to see the mistakes made and avoid them in the future.

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