

РОЗДІЛ III. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

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PROJECT METHOD IN FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN MULTIMEDIA SPACE

The paper highlights, analyses and interprets the project method in formation of foreign language communicative competence in multimedia space. The article describes activities and results of applying the project method in the process of foreign language teaching. The project method is considered in the article as one of the important methods in the process of teaching a foreign language. The project activity is implemented on the basis of compliance with a number of requirements and has a certain sequence of actions. The article presents classification and types of projects, characterizes the basic requirements for the implementation of projects, criteria and goals, tasks and means of the project method, as well as the advantages of using the project method in teaching foreign languages.

Key words: *project method, research, methodology, learning process, project-based, project activity, teaching, formation, competence.*

Introduction. Modern society is characterized by intensive development of science and technology, creation of new information technologies, expansion of the volume of intercultural communication, that significantly affect all spheres of human activity, including education. The high rates of knowledge renewal and development of the Internet and communication means enlarge the information field, therefore, modern people can be successful if they are ready to master new things and the ability to quickly adapt in a dynamically developing society. Formation of foreign language communicative competence in the multimedia educational space contributes to the individualization of the educational process in connection with the available opportunity to actively influence the learning process, adapting it in accordance with the individual abilities and interests. Multimedia tools allow learners to repeat the language material as many times as they need in accordance with the individual characteristics of perception and learning style, and the focus on the educational material is of greatest interest in terms of its assimilation. In the course of project activities in a foreign language, multimedia tools make it possible to independently choose the material on the studied topic that meets the needs and interests of the learners. Project-based learning technology is considered to be one of the modifications of productive learning. This method helps to develop active independent thinking and teach not only to remember and reproduce knowledge, but to be able to apply it in practice.

Analysis of relevant research. At the present stage, this problem is in the center of scientific interests of many researchers. In the works of J. Dewey, J. K. Johnson, S. T. Shatsky, E. S. Polat, T. Hutchinson, G. Beckett, P. Miller and others it is emphasized that the project methodology allows to organically integrate the knowledge of students from different fields while solving one problem makes it possible to apply the knowledge gained in practice, taking into account the interests, inclinations, needs of the students and it has a positive effect on the motivational sphere, it also contributes to the development of cognitive needs and creative potential of the learners.

The project method is not fundamentally new in pedagogy. It originated at the beginning of the 20th century in agricultural schools in the United States. The schools of that period were faced with the task of linking the work of the school with the practice of agricultural production. It was called the “Problem Method” or “Target Act Method”. The project method was based on the theoretical concepts of pragmatic pedagogy, which proclaimed “learning by doing”, where it was believed that the true focus of educational work should be activity – the activity of the students, chosen by them. In 1908, D. Snezden, the head of the education department of agricultural schools, first used this term “home project”, and in 1911 the Education Bureau legalized the term “project”. The projects were supposed to link the work of schools with the needs of agricultural production. The basis of the project method was the pedagogical concepts of the American philosopher and teacher J. Dewey, who practically applied his theories in the experimental “laboratory school” at the University of Chicago (1896-1904). J. Dewey believed that all the activities of the school should be directed to the formation of the student's thinking, which is based on personal experience (Shivarger, 2013, p.8). I.A. Fateeva identifies the following requirements that must be taken into account when working with the project method: consideration of the significant problem that requires integrated knowledge to solve it (for example, the creation of a number of reports from different parts of the world, united by a common theme; research of the problem, cognitive significance of the results obtained by applying the project method (for example, a release of a newspaper, magazine or other print publication with reports, writing an essay, etc.); structuring the main part of the work on the project, indicating the results; practical application of research methods, which is based on the use of a certain sequence of actions, e.g. finding the problem and determining the resultant research tasks (it is possible to use such methods as “round table” and “brainstorming”); putting forward possible hypotheses for solving the problems; joint discussion of research methods (statistical, observation, experimental);

discussion and selection of the format of the result of the work (defense of an abstract, a presentation, a report, etc.); systematization of the collected results and their analysis. It should also be noted that project work is divided into preparatory exercises that help to complete the project, and work on the projects. Preparatory exercises can be on any topic on which projects are carried out (Fateeva, 2013, p. 376-378). Project method is a flexible model for organizing the process of teaching a foreign language, since it allows students to focus not on the language itself, but on the problem, to shift the emphasis from the linguistic aspect to the substantive one – to independently highlight the problem, formulate a hypothesis for its solution, search for the necessary information from using various information resources, plan possible solutions to the problem, make conclusions, analyze the obtained results in a foreign language (Ryndina, 2013, p. 468).

The analysis of the existing literature of the research problem showed that at the present time in methodology there is no generally accepted definition of the concept of “project methodology”. In particular, the project methodology is considered as a direction in methodology of teaching a foreign language and, accordingly, it is proposed to call this direction – project training. Some researchers interpret the project methodology as a teaching method. The point of view is expressed that project-based teaching is not a direction and not a method, but a technology, problem learning organization process. Some authors deduce the use of the term “project technology” as follows, the concept of “technology” is a procedural category, since it is directly related to the learning process. According to V. V. Guzeev, project learning as one of the integral technologies consists of six stages (setting a goal, discussing possible research options, updating knowledge, summarizing of the results, analysis, correction and transfer to a new project (Guzeev, 1995, p. 48-49). E. N. Pikeeva writes that the project consists of five points: the problem, projecting, information search, the product, presentation and its portfolio (Pikeeva, 2014, p. 534–536).

In a number of works, we find the definition of the project, which is interpreted as independently planned and implemented work, in which verbal communication is woven into the intellectual and emotional context of other activities (Zimnaya, Sakharova, 1991, p.10). Also, the project is defined as a joint creative, educational and cognitive activity of the teacher and students, which has a common goal, agreed methods, methods of activity, and is aimed at achieving a common result of the activity carried out under the guidance and support of the teacher. E. S. Polat substantiates the effectiveness of the project method and considers it as one of the varieties of a student-centered approach in teaching a foreign language. The project method is a didactic category. This

is a set of techniques, operations for mastering a certain area of practical or theoretical knowledge by this or that activity. This is the way of cognition, the way of organizing the process of cognition (Polat, 2013, p. 41). Characterizing the nature and essence of this concept, the author offers a general didactic typology of projects. So, E. S. Polat identifies the following types of educational projects based on certain typological characteristics:

- dominating activity in the project is research, informational (aimed at information collection), role, applied (practice-oriented) exploratory indicative, etc.;

- substantive activity: mono-subject (within the limits of one subject); inter-subject projects (involving other subjects);

- the nature of project coordination: direct (rigid, flexible), hidden (imitating the participant of the project, typical for telecommunication projects);

- the nature of contacts (among the participants of one educational establishment, other cities or countries);

- the number of participants;

- duration of the project.

Implementation of the project method and the research method in practice leads to a change of the teacher's position. From a bearer of ready-made knowledge, the teacher turns into the organizer of cognitive research activity (Polat, 2013, p. 42).

Aim of the Study is to substantiate the project method of forming foreign language communicative competence in the multimedia space, to identify the content, theoretical positions, features, types, criteria, methods of activity, tasks, goals, requirements, principles and means of the educational process using the project method as a means of formation of foreign language communicative competence in the multimedia space. The object of the research is the process of forming foreign language communicative competence. The subject of the research is the project method of teaching foreign language speech activity.

The topicality of this work is that the project method helps students to gain experience from practical use of the acquired skills and expand the boundaries of their skills, it develops creativity and forms the independence of students. Since the conducting of research activity requires significant resources of time, information sources, so the formation of specific skills and abilities of independent project activities should be carried out not only in the process of work on a project or study, but also in the class. The novelty of the study is due to the relevance of this topic and the application in practice of the

gained experience and developments. The purpose of project-based learning is formation of such conditions of the educational process, which can result in acquiring individual experience of research work within the project activities.

Research methods. In the course of the research, the empirical method is used, based on observation and experience of the teaching process, which makes it possible to investigate the phenomenon under study and the method of generalizing of independent characteristics of the relevant investigations. The essence of the research methods comes down to processing of information from different sources.

Many teachers try to create situations in the classroom that are as close to reality as possible, and facilitate the application of the knowledge gained in the learning process by students. The most effective means in this case are game situations or, so-called “stimulating situations”, which can be used at any stage of training and make it possible to teach a foreign language. The project method is precisely the method that helps to create these challenging situations. A project is a prototype, an ideal image of a prospective or possible object (Shykhvarger, 2013, p. 8). The project method implies a learning system in which a person acquires knowledge and skills in the process of independent planning and implementation of gradually more complicated practical tasks – projects. The project method is based on the development of students' cognitive skills, the ability to structure their knowledge independently, and the ability to navigate in multimedia space, the development of critical and creative thinking. The method of projects is a set of techniques, operations of mastering the certain area of practical or theoretical knowledge. This is the way of cognition, the way of organizing the cognitive process. Therefore, if we are talking about the method of projects, then we mean precisely the way to achieve the didactic goal through the detailed development of the problem, which should result in a completely real, practical outcome, made out in one way or another.

The project method is based on the idea that constitutes the essence of the concept of “project”, its pragmatic focus on the result that can be obtained by solving a particular problem. This result can be seen and applied in practice. The project method involves teaching students to think independently, find and solve problems, using knowledge from different areas for this purpose, the ability to predict the results and possible consequences of different solutions, the ability to establish cause-and-effect relations. It is important to give students the opportunity to think, to solve any thought-provoking problems, to think about possible ways to solve these problems (Kornilenko, 2020, p. 172). Within teaching a foreign language, the following projects can be realized, for instance, creative

projects, such as, writing reports, essays, writing an advertisement for a tourism project, writing comments in social networks, writing abstracts for a conference; role-playing projects (based on playing roles), for example, conducting an interview for a recruitment project for an ecotourism project, making up dialogues on everyday topics, making videos, and also group work, for instance, dramatization of the event, having debates and discussions, etc. Teaching a foreign language on the basis of the project methodology takes place in four stages: preparatory, executive, presentation and final. Accordingly, the system of exercises is formed on the basis of four stages of project activities.

In terms of duration projects can be short-term, medium-term and long-term. Practice-oriented projects are aimed at social interests; this project requires elaborate structure with definite function of the participants. The inter-subject projects can be scientific conferences, where, for example, the students of Chemical Technology Faculty prepare theses and reports on Chemistry in the English language; international projects can be joint lessons with other groups of students from different countries. Due to distance learning it is possible to realize.

In the course of the research of the project activity the following criteria are determined: evaluation of the actual project (design, composition, completeness of the content, information characteristics, argumentation, persuasiveness); assessment of text quality (depth of the content, completeness of the problem disclosure, coherence, consistency); assessment of the quality of the presentation (according to the content and the impact on the audience); assessment of the contribution to the work of each participant (originality, measure of creativity); assessment of the ability to interact in a group (communication, cooperation, mutual support, business qualities, teamwork).

The main tasks of the project method are:

- to learn to acquire knowledge independently;
- to be able to apply the gained knowledge not only in standard but also in non-standard situations;
- to assist the student in gaining ability by working in various groups performing various social roles;
- to expand the circle of communication, acquaintance with different cultures;
- to impart the ability to use research techniques and methods in educational and cognitive activities.

The project method requires: preparation of a problem (task) that requires integrated knowledge for its solution; students' ability to work

individually, in pairs or in groups; structuring the content of the project (indicating results); identification of hypothetical ways of search, analysis, conclusions.

The purpose of the project-based learning is to create the environment in which students:

- willingly acquire the knowledge from different sources;
- learn to use the acquired knowledge to solve cognitive and practical problems;
- acquire communication skills by working in different groups;
- develop research skills (skills of problem identification, collection of information), observation, experimentation, analysis, hypothesis building, and generalization.

The projects designed to teach a foreign language are characterized by the following features, among which the dominant ones are: the use of a foreign language in situations as close as possible to the conditions of real communication to create a language environment in the educational process; the emphasis on independent foreign language communicative activity; the choice of a relevant interesting topic, which is directly related to the conditions in which the project is implemented; selection of language material and types of tasks according to the theme and purpose of the project; discussion; presentation of the project using hand-outs (Polat, 2013, p. 43). We deal with project method training if the teacher focuses not only on the acquisition of subject knowledge by students, but also on the development of the students' thinking, creative and communicative abilities; and the students plan the course of the project themselves and forecast the results of the work; the teacher advises the students at all stages of the project, creates conditions for correction of work on the project. Concerning the initial theoretical positions of project method training, the student is in the center of attention, the educational process is built not in the logic of the subject, but in the logic of activities that have a personal meaning for the student, which increases motivation in learning; deep realization of basic knowledge is provided by their universal use in different situations. Taking into account all the features of the project methodology in the process of formation of foreign language communicative competence will contribute to intensification of all the types of foreign language communicative activities.

Results. As practice shows, the most adequate for the realization of the goals and objectives of independent work of students are the following projects as research, information, practice-oriented, group and individual, i.e. students can

prepare reports on their research or any given topic, independently selecting information on the Internet, and this has proved effective especially during the quarantine period. The peculiarity of research projects is that they have the logic and structure of a truly scientific study. For this type of project it is necessary to choose an actual problem, to clearly define the purposes, to think over methods, to describe results of work. When working on research projects, students use a foreign language as a means of research. Information projects are aimed at collecting, analyzing, summarizing and presenting information about a phenomenon or fact to the wide audience. Projects of this type allow attracting numerous sources of information for independent work in a foreign language. The good thing is that there is a mass of materials on the Internet, audio, video, podcasts etc. Practice-oriented projects have a clearly defined result from the very beginning, which is focused on the social interests of the participants and can be implemented in practice. Carrying out such projects promotes consolidation and generalization of the studied material, formation of skills of research activity and independent work with various sources of information, stimulates analytical abilities of students. Role types of projects will help to communicate more confidently in different life situations.

Thus, the essence of the project method is a harmonious combination of academic and practical knowledge. Using the project method has advantages, since it stimulates the initiative and growth of creative opportunities; it is used not instead of the classroom system of education, but along with it, as a component of the education system, both in class and in extracurricular activities. It integrates the acquired knowledge in other subjects.

The analysis of the theoretical foundations of the project method and the results of its application in practice shows that projects provide with new opportunities for solving methodological problems. The benefits of projects include:

- the use of a foreign language in situations of real communication;
- integration of all four types of speech activity: reading, listening, speaking and writing;
- authenticity of materials;
- creation of internal and external motivation for learning a foreign language; visual presentation of the result of work on the project;
- joint work of students in groups, intensive interpersonal communication;

Thus, the project method should be noted as one of the most effective methods for the development of communication skills, and the use of various

types of projects helps the teacher to motivate the students in class, stimulate learning activities, creating the basis for further comprehensive personal and professional development. The obtained results can serve as the basis for further study of project activities in teaching process.

Conclusion. The important aspect of foreign language communicative competence is formation of positive sets, i.e.: personal interest and desire of the student to form a high level of foreign language communicative competence for effective professional communication in the future. Thus, project method contributes to communicative competence development that will be needed not only in the future professional activities, but also in social life. These include: the ability to solve problems, work in a team, carry out business communication and participate in discussions; to be critical to problems; to work with information, the ability to set goals and define tasks. Based on the practical results of using the project method, it can be noted that this methodology is a didactic means of increasing motivation in teaching foreign languages, a good form of developing communication skills. The project method allows you to form motivation for learning a foreign language, as well as the basic skills necessary for a specialist for a successful professional activity. The project method gives you the opportunity to organically integrate the knowledge from different fields. But regardless of the type of project, they are all to a certain extent unique; aimed at achieving specific goals; limited in time; imply the coordinated execution of interrelated actions. Working on different projects can develop the ability to solve the problems; also it helps to develop necessary skills in searching information; makes it possible to apply the gained knowledge in practice. Project method contributes to the development of cognitive needs and creative potential of students; helps to be confident in the job market and to be able to adapt to social changes in society, especially at the time of crisis; to be psychologically resistant; to develop the ability to self-organization.

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РЕЗЮМЕ

Бобровник Светлана. Проектный метод в формировании иноязычной коммуникативной компетенции в мультимедийном пространстве.

В статье освещается, анализируется и интерпретируется проектный метод в формировании иноязычной коммуникативной компетентности в мультимедийном пространстве, описывается деятельность и результаты применения метода проектов в процессе преподавания иностранного языка. Метод проектов рассматривается в статье как один из важных методов в процессе преподавания иностранного языка. Проектная деятельность реализуется на основе соблюдения ряда требований и имеет определенную последовательность действий. В статье представлена классификация, типы проектов, охарактеризованы основные требования к реализации проектов, критерии и цели, задачи и средства проектного метода, а также преимущества использования проектного метода в обучении иностранным языкам.

Ключевые слова: проектный метод, исследование, методология, учебный процесс, основанный на проекте, проектная деятельность, обучение, формирование, компетенция.

У статті висвітлено, проаналізовано та інтерпретовано проектний метод у формуванні іншомовної комунікативної компетентності в мультимедійному просторі, описано діяльність та результати застосування методу проектів у процесі викладання іноземної мови. Метод проектів розглядається у статті як один із важливих методів у процесі викладання іноземної мови. Проектна діяльність реалізується на основі дотримання низка вимог і має певну послідовність дій. У статті представлена

класифікація, типи проєктів, охарактеризовані основні вимоги до реалізації проєктів, критерії та цілі, завдання й засоби проєктного методу, а також переваги використання проєктного методу в навчанні іноземних мов. Виявлено зміст, теоретичні положення, особливості проєктів, видів діяльності та принципи застосування методу проєктів як засобу формування іншомовної комунікативної компетентності в мультимедійному просторі. Метою статті є обґрунтування проєктного методу формування іншомовної комунікативної компетентності в мультимедійному просторі. У ході дослідження використовується емпіричний метод; безпосереднє, цілеспрямоване сприйняття навчального процесу, а також метод спостереження, що дозволяє досліджувати це явище. Метод узагальнення незалежних характеристик підвищує об'єктивність висновків. Сутність методу зводиться до обробки інформації з різних джерел. Таким чином, сутність методу проєктів полягає в гармонійному поєднанні академічних та практичних знань. Використання методу проєктів має переваги, оскільки стимулює ініціативу та зростання творчих можливостей учнів. Метод проєктів слід відзначити як один із найефективніших методів розвитку комунікативних навичок. Це сприяє розвитку комунікативної компетентності, яка буде потрібна не лише в майбутній професійній діяльності, а й у соціальному житті. Метод проєктів дозволяє сформувавши мотивацію до вивчення іноземної мови, а також базові навички, необхідні для успішної професійної діяльності фахівців. Метод проєктів сприяє розвитку пізнавальних потреб та творчого потенціалу учнів. Отримані результати можуть послужити основою для подальшого вивчення проєктної діяльності в навчальному процесі.

Ключові слова: проєктний метод, дослідження, методологія, процес навчання, заснований на проєкті, проєктна діяльність, викладання, формування, компетентність.

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ФОРМИ ОРГАНІЗАЦІЇ НАВЧАННЯ ДЛЯ ФОРМУВАННЯ ВІЗУАЛЬНО-ІНФОРМАЦІЙНОЇ КУЛЬТУРИ МАЙБУТНІХ УЧИТЕЛІВ МАТЕМАТИКИ ТА ІНФОРМАТИКИ

З огляду на збільшення візуальної складової освітньої сфери та збільшення інформаційного контенту, необхідними для майбутнього вчителя математики та інформатики є високий рівень сформованості візуально-інформаційної культури. Метою статті є обґрунтування доцільності використання організаційних форм навчання для формування візуально-інформаційної культури майбутніх учителів математики та інформатики, серед яких лекції-демонстрації, проблемні лекції, тренувальні та залікові лабораторні роботи, індивідуальні домашні завдання,