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ABSTRACT

The article is devoted to the question of using the project method in teaching students of agricultural higher education institutions a foreign language. It is shown that the entry of the Internet into everyday life entails the entry of Internet resources into the learning process. The use of the project method in the educational process raises student's motivation, as it is one of the types of modern technologies in education. The article deals with the types of projects and their objectives, depending on the language background of students of a non-linguistic university. The outcome of the work is the development of a sequence of students' work on creating their own creative project.

Keywords: motivation, project method, project type, work stages, assessment criteria, learner-centered approach, creative potential, independent research

INTRODUCTION

An important aspect of the use of information and communication technologies in the educational process is increasing the motivation of students of non-linguistic universities through the use of the global Internet, the potential of which in the implementation of the educational process as a whole, and teaching a foreign language in higher education in particular, is manifested in the creation of a common educational space, increasing professional integration of teachers and increasing access to education. [5].

Creating motivation to learn is one of the teacher's main tasks. Motivation is the process that determines the movement towards a goal, the factors that influence activity or passivity. The main element of motivation is incentive - behavioral manifestation of satisfaction of one's needs. [1, p. 36].

Nowadays, it is rather difficult to motivate a student with the help of traditional methods because of the development of media, the Internet, a huge number of social networks, which raise strong interest among young people. The teacher's goal is to redirect this interest to the learning process. The student should become the main protagonist of this process, and the teacher should become an assistant, a partner in obtaining information.

In order to solve the given problem a project method or a project technique of teaching is successfully applied, after all in it the "I-factor" or "ego-factor" assuming reflection of all training through the personality of the student, through their interests and needs is widely used. [4, p.10]. With reference to a lesson of English, the project is a complex of the actions culminating in creation of a creative, final product. specially organized by the teacher and independently carried out by students. Its value lies in the fact that students must independently obtain knowledge, using various resources, process and present them to the audience. [8, p. 61].

DISCUSSION & RESULTS

The distinctive feature of the project method is a special way of its organization. For work, students are advised to propose a topic appropriate to their personal interests. The topic should be formulated in such a way that in the course of work on it students attract knowledge from related industries, thus realizing inter-subject relationships.

The project method uses all the best ideas developed by traditional and modern methods of teaching English. [2, p. 48]. These include, first of all:

- the diversity that contributes to the development and maintenance of motivation (variety of topics, types of texts (dialogues, monologues, letters, board games, descriptions, instructions, etc.), forms of learning activities (individual, pair, group work), types of exercises;
- problematicity;
- entertainment (the type of the final result of the project is chosen by students themselves - jokes, puzzles, riddles, advertising, posters, mini-movies);
- learner-centered approach (ego-factor involvement).

Traditionally, it has been considered that the project methodology should be used with students who have a sufficiently high level of foreign language skills, but it is also possible to carry out mini-projects with students at the initial stage of English language learning. It is advisable to use this method at the end of a completed topic, in the form of a final control activity. At this stage, the project methodology gives the opportunity to show, apply and use the knowledge gained. For senior students the project theme may cover several topics and continue throughout the semester.

Barysheva E.V. offers the following stages of the organization and design of this active method of interaction in English lessons. [2].

Stage 1 - the teacher reports language topics for projects.

Stage 2 - the formation of motivation and active position of independent speaking and giving a speech in English by students is carried out.

Stage 3 - creative presentation and demonstration of the projects themselves.

These proposed techniques for the design of students' project activities in non-linguistic universities can also be used for learning any language topic if they meet the following requirements: [2].

1.   Students and the teacher see the practical and theoretical-scientific significance and effectiveness of the work done;

2.   Structural and thorough design of all stages of work, gradually reduces the role of the teacher and increases the autonomy and responsibility of students.

3. Using all 4 language aspects with the use of new forms of student activity in foreign language lessons.

The types of projects are very diverse. Their choice depends on the characteristics of the group in which the project is to be implemented and the specialization of the students. Depending on the level of the group, the year of study and the topic covered, you can choose from the following options

- role-playing, dramatizing, staging;
- research projects on country studies, history, ecology, geography, literature;
- creative projects (essays, translations, scripts, posters);
- multimedia presentations, mini-films.

At the initial stage, everyday conversational topics: "Family", "Meals", "Shopping"are successfully staged and dramatized. At the medium stage, there is great interest in research projects related to the main subject being studied. Students with a higher level of language competence are happy to work on projects in which it is necessary to survey or question students of their own or a related faculty on the topics "Modern Education: pros andcons", "The problems of parents and children", "Ecological problems of my city (region)".

Regardless of the selected project type and theme, work on it will be carried out in a certain sequence. [7].

1.   Selection of form and content of the project. This stage takes place at the class, all students of the group take part in it. In numerous groups it is logical to divide students into teams, each of which will work independently.

2.   Gathering and discussing the necessary information. This stage is carried out outside the classroom, and the teacher can act as a consultant if necessary.

3.   Organization and presentation of information, depending on the form of project they have chosen. Here the personal abilities of students, their ability to present material logically and convincingly, to work on a computer with different programs are fully demonstrated.

4.   Presentation of the project at the class. How the presentation will be implemented is up to the students themselves. It can be done by one person (individual presentation) or by the whole group (group presentation). The time of presentation should be regulated in advance. This organizes and disciplines the speaker/speakers and prepares them for public speaking in the future.

5.   Discussion of the results and summary. This stage begins in the form of a panel discussion and ends with a speech by the teacher.

When assessing the end result, the teacher should consider a number of criteria that students should be familiar with at the beginning of their work on the project. These include the quality of the material presented, the logicality of the presentation, the depth of research, the culture of the presenter's speech, the grammatical and lexical design of speech, the use of ICT, and the reasonableness of answers to questions.

Obviously, when applying the project method in teaching, the teacher pursues several goals:

1. Realization of creative potential of a student as a subject of independent educational activity.

2. Increase of personal motivation to educational activity.

3. Implementation of inter-subject relations.

4. Inclusion of the subject mastering process in real information and educational, project and research and social and cultural activities.

5. Creation of conditions for formation of educational competence of students in the field of study and its development as a linguistic personality [6, p. 158].

CONCLUSION

Thus, the use of the project method in the process of students' training increases their motivation, allows them to feel a valuable member of the team, to realize themselves at different stages of work, allowing the teacher to simultaneously control the acquired knowledge and skills, to develop the skills of students to search and process information, to teach students speaking skills and to introduce new educational technologies in the educational process.

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