

рахунок переносу загальних уявлень про світ. На вертикальному рівні має відбуватися занурення у цільову культуру, конкретизація міжкультурних знань у певних сферах задля їх ефективного використання у освітньому процесі.

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THE DEVELOPMENT OF COMMUNICATIVE SKILLS OF HIGH SCHOOL STUDENTS BY MEANS OF PROJECTS

Богун Н. Ю., Пахомова О. В. Розвиток комунікаційних навичок учнів старшої школи засобом проектів.

У статті описується сутність і роль методу проекту для навчання вихованців іноземної мови. Коротка історія походження та типи проектів

представлена на основі їх особливостей. Викладено основні цілі проекту як засіб викладання іноземної мови. Обґрунтовано переваги методики проекту для розвитку комунікативних навичок.

Ключові слова: проект, метод викладання, учні, розвиток, комунікація, комунікативні навички.

Богун Н. Ю., Пахомова Е. В. Развитие коммуникативных навыков учеников старшей школы средствами проектов.

В статье описывается сущность и роль метода проекта для обучения учеников иностранным языком. Краткая история происхождения и типы проектов представлены на основе их особенностей. Очерчены основные цели проекта как средства обучения иностранному языку. Обоснованы преимущества проектной техники для развития коммуникативных навыков.

Ключевые слова: «проект», «метод обучения», «ученики», «развитие», «общение», «коммуникативные навыки».

Bogun N., Pakhomova O. V. The development of communicative skills of high school students by means of projects.

The article describes the essence and role of the project method for foreign language students education and training. A brief history of origin and types of projects are presented based on their features. The main objectives of the project as a means of teaching a foreign language are outlined. The benefits of project technique for development of communicative skills are substantiated.

Keywords: «project», «method of teaching», «students», «development», «communication», «communicative skills»

In the last few years the amount of people who study English has increased considerably. The mastering of English as a global language has become urgently important for an educated personality. Now parents wish to begin the studies of their children to start language acquisition as early as possible.

The modern stage of development of the system of education in Ukraine is characterized by the educational innovations, sent to the maintenance of achievements of the past and, at the same time, based on the modernisation of the system of education in accordance with the requirements of time, newest achievements of science, culture and social practice.

One of the fixed assets of the organization of educational-cognitive activity of students, that provides their mastering at the decision of set problem tasks there is the competent maintenance and gaining end of studies near the study of foreign languages.

The primary objective of studying of a foreign language is the development of pupils` personality to be able to use a foreign language as means of intercourse in the dialogue of cultures.

In accordance with the decisions of European Council [2], the basic competence of process of studies of the foreign language is the communicative competence. It provides students the ability to discuss problems, lead to own position,

produce their own point of view, develop the critical and creative thinking and adapt oneself in a language environment.

Being able to communicate effectively in a foreign language is a challenge faced by many of us. That is why English teachers can target the most vital aspects of speech their students need to get their messages across.

A student who can't communicate effectively can't compete in the modern world. This is why teaching effective communication skills must serve as the cornerstone for any program preparing young people for the 21st century.

Students must not only see what effective communication looks and feels like but also they must also understand the details of how it's done so they can practice their own skills.

Consequently, in the process of studying, teachers should make students to be motivated to use the language to provide the purpose of communication. So the task for teachers is to set up goals, give students true to life language task. And students will respond in a meaning way.

In fact, oral activities include active conversation and creative, unpredicted responses from students. Variety of the activities is based on the level of language class they are being used in.

According to E. Passov, the author of the communicative method, communicative approach presupposes the speech orientation of the educational process, which consists not so much in the fact that the speech practical goal is being pursued, but in the fact that the path to this goal is the practical use of the language itself. To form a communicative competence outside the language environment, it is not enough to saturate the lesson with conditionally communicative or communicative exercises that allow solving communicative tasks.

It is important to give students the opportunity to think, to solve any problems that generate the thought, to reason about possible ways of solving these problems, so that children focus on the content of their statement, that the focus is on the thought, and the language acted in its direct function – formation and formulation of these thoughts. To implement the project, students need not only linguistic knowledge and adequate means of expression, but also knowledge of the facts of extralinguistic reality. In it, the schoolboy appears as an individual who is able not only to assess reality but also to design any necessary changes to improve life.

The teacher may encounter difficulties related to the personality of the student, for example, lack of interest or motivation, relationships with other members of the group. Most projects can be done individually, but work in groups is creative. Group work is particularly developing communicative skills. The success of the group depends on the interests of the students and the relationship between them. The preferred number of students in the group is 3-4 people. It is desirable that each group has a strong, medium and weak pupils, girls and boys. It is necessary to take into account the psychological compatibility of children.

One of the main purposes of foreign language teaching is to help learners to produce authentic language and be able to communicate with native speakers. To help students have a capability of communication, every teacher has to provide rich and authentic input.

The special place in the development of communicative competence of personality plays the use of the project technologies, as it influences the success for understanding, communication and personal relations.

Nowadays, the project method is being discussed primarily as project approach. Lillian G. Katz and Sylvia C. Char propagated the method to refer to any “in-depth investigation of a real-world topic worthy of a student’s attention and effort,” that is taken up and carried through rather independently by a class, a group, or an individual student [3]. Moreover, the project could be used as the only method in preschool and kindergarten. But in elementary and high schools, it has to be additive by systematic instruction.

In modern schools, meanwhile factual learning, project work meets the expectations that the method can help to improve the students’ motivation, self-confidence, and critical thinking as well as making the decision, investigating and developing collaborative skills.

The heart of the project method is the development of cognitive skills of students, the ability to independently design their knowledge, navigate the information space, develop critical and creative thinking. The project methodology allows for individual work on a topic that is of greatest interest to each participant of the project, which, naturally, entails an increased motivated activity of the student. The positive moment is the fact that the children turn to additional sources of information (to special literature, encyclopedias, modern Internet sources), analyze, compare, selecting the most important and entertaining.

So what is a project? There are many varieties of interpretation of the meaning of the project, such as:

- problem: solution task;
- laboratory exercise, as in the application of the principles of physics to the mechanics of the phonograph;
- the intellectual problem that is peculiarly knotty;
- ordinary attempts to accomplish a purpose [7, c. 594].

Historically, the project method emerged in 1577 when master builders founded the Accademia di San Lucca in Rome to advance their social standing by developing their profession into a science and improve the education of their apprentices by offering lessons in the theory and history of architecture, in mathematics, geometry, and perspective.

From the very beginning, the project method has two functions:

- 1) to supplement the bookish and theoretical training of the pupils;
- 2) to test pupils` artistic and practical capabilities.

For many years different notable educators distinguished three types of project work.

The first type is the linear model. It was developed in 1879 by Calvin M. Woodward, a professor of mechanical engineering at Washington University and founder of the first Manual Training School in St. Louis.

C. M. Woodward defined the projects as a complex of exercises. The students can apply their skills, which had earlier learned in isolation and under the direction of the teacher, in context of tasks and on their own, for example, to design and make

book racks or steam engines [5].

The second type is holistic. In 1900 Charles R. Richards, the professor of Manual training at Teachers College replaced Woodward's system of instruction and construction into an integrative system of «natural wholes». In this way, the students could work together and participate in the planning of the project.

According to this type, the pupils were motivated by the fact that they cooperated in a significant way and showed knowledge and skills that they needed to achieve their goal at the appropriate moment [3].

Then, in the early 20th century the project idea became a genuine product of the American Progressive education movement. It was thought the idea had originally been introduced in 1908 as a new method of teaching agriculture, but educator William H. Kilpatrick elaborated the concept and popularized it in his famous article, «The Project Method», published in 1918. He expanded the project method into an educational philosophy [4; 6].

English classes use different types of projects:

1. Research. When carrying out assignments of research projects, the project participants put forward various hypotheses to solve the indicated problem, determine the ways to solve it. The result of the research work is a discussion of the results obtained, conclusions, the formulation of the results.

2. Creative. Each of those involved in the project performs that part of the creative task that corresponds to his interests. The results of the project can be presented in the form of a newspaper, a composition, a video, dramatization, etc. Any project requires a creative approach, and in this sense, any project can be called creative.

3. Information. This type of project is initially aimed at collecting information about an object or phenomenon; to familiarize the project participants with this information, to analyze and summarize the facts intended for a wide audience. Such projects, as well as research, require a well-thought-out structure, the possibility of systematic adjustments in the course of work on the project. They often integrate into research projects and become their organic part.

Moreover, it is very important to know the phased implementation of the project. This will increase the efficiency of its implementation, eliminate the difficulties, make corrections at a time. The general scheme of the technology of design training can be filed as follows [1]:

1. Preparation. Define the topic and purpose of the project. Students - discuss, search for information; the teacher helps in setting tasks.

2. Planning:

a) identification of sources, means of collection, methods of analysis of information, means of presenting results;

b) setting criteria for evaluating the result and process. students formulate tasks and make an action plan; the teacher corrects, offers ideas, makes suggestions.

3. Collection of information (observation, work with literature, questionnaires, experiment).

4. Analysis of information, formulation of conclusions.

5. Submission and evaluation of the results (oral, written report and evaluation

of the results and the research process according to predefined criteria).

The pupils participating in the projects are very proud of their work and in fact, they are most active and have considerable independence in the search for information, its processing and presentation. Not everything turns out as we would like. However, it is encouraging that children sometimes come up with the initiative to conduct a particular study, which indicates a pronounced cognitive activity. They want to learn, and, ultimately, the design work will be carried out exclusively with a positive result, which will be expressed in developed active independent thinking, in the ability not only to memorize and reproduce knowledge but also to apply them in practice. It is also important that in the work on the project, children learn to cooperate, and learning in cooperation fosters mutual assistance, desire and empathy in them.

Thus, it is possible to identify the main objectives of the method of the project for which students should be sent.

First of all, the method is focused on student learning goals, including standards-based content and developing skills such as critical thinking, communication, collaboration, and self-management.

Secondly, the project is framed by a meaningful problem to solve or a question to find an answer.

Thirdly, students are involved in a process of asking questions, finding resources, and applying a lot of information.

The next is that students can present their own concerns, interests, issues in their lives. So the project consists of real-world context, tasks and tools which can help in real life.

One more objective is about decisions. Each of participant study how to make some decisions about the project. For example, how they work and what they create, in which way they will present all the information.

And the last, but the most important point is the reflection. Both teachers and students reflect on learning. They check the effectiveness of their project activities. Teachers can value the quality of student work, find different obstacles and how to overcome them. As a result, students get not only advise but also an own experience. They improve their process of preparing, presenting, explaining the material to other pupils beyond the classroom.

The methods of projects open up new opportunities for effective interaction between teachers and students: the teacher becomes the mentor of self-development of the student, and the student, in turn, becomes a subject of cognitive life during the lesson, acquires personal competencies. Such training develops students' commutative skills and abilities, provides an educational goal, teaches them to work in a team. The steady dynamics of student knowledge quality is a confirmation of the effectiveness of the introduction of experience and justifies the feasibility of using the projective method for the formation of a competent person. Creating projects is a constant search, a collaborative work, based on trust and a common desire to achieve the result. In a creative search, a creative person is born.

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ГЕНЕЗА МЕТОДІВ НАВЧАННЯ РОСІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Гостра К. В. Генеза методів навчання російської мови як іноземної.

У статті визначено та схарактеризовано в їх історичному розвитку методи навчання російської мови як іноземної: прямий, свідомий (перекладний), комбінований, граматико-перекладний, свідомо-практичний метод, аудіолінгвальний, аудіовізуальний, комунікативний, інтерактивний, інтегрований, інтенсивні методи навчання.

Ключові слова: методика російської мови як іноземної, методи навчання іноземної мови, прямий метод, свідомий метод, комунікативний метод, інтерактивний, інтегрований, інтенсивні методи навчання.