Project work as a tool of integrating language and content learning effectively

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Abstract

In this article there is given information about project work. Project work is one way of integrating the language and content together and implementing it into a teaching process. This article contains facts about the history of project work and scientists who work on it in order to develop it as a method. Moreover, some features and stages of organizing of project method is highlighted.

Key words

teaching, project work, innovative, language, content, stages, process, learning, project technology.

Currently, one of the main tasks of modern education is to reveal the potential of all participants in the educational process, providing them with opportunities to demonstrate creative abilities. Solving these problems is impossible without variability in educational processes; in connection with this, various innovative pedagogical technologies appear that require deep scientific and practical understanding. It is well known that for any teacher the most important thing in his work is to increase the effectiveness of teaching. This issue requires a continuous search for solutions that can optimize the learning process. How can a teacher create positive motivation for students to study educational material, create conditions for the full disclosure of the creative and intellectual potential of schoolchildren, and the development of their cognitive interests? Content and language integrated learning and teaching is one of the most innovative way of make learning activities as effective as possible. Project technology helps to integrate language and content easily.

In this article we will take a closer look at this innovative technology. Speaking about the project method in the educational system, it is necessary to note the relevance of this method at the present stage. Almost all educational institutions demonstrate the results of the work of children engaged in various projects. A system of various competitions and conferences organized by educational institutions stimulates the demonstration of these achievements. If we delve deeper into the history of the emergence of the project method, it is not fundamentally new in world pedagogy, but today it is classified as a pedagogical technology of the 21st century as a method that provides the ability to adapt to a rapidly changing world. The method originated at the beginning of the last century in the USA; it was also called the problem method. The theoretical basis of the project method is the "pragmatic pedagogy" of the American idealist philosopher John Dewey (1859–1952). The conditions for successful learning according to D. Dewey's theory is:

problematization of educational material; cognitive activity of the child; connection of learning with the child's life experience; organization of learning as an activity (play, work). The project method interested Russian teachers at the beginning of the 20th century. This teaching method was promoted by S. T. Shatsky, L. K. Shleger and A. U. Zelenko. However, in the 30s, the use of this method was officially prohibited. Only a few decades later the project method again acquired relevance. E.

S. Polat, T. A. Voronina, I. E. Brusnikina, A. I. Savenkov contributed to its revival in practice. The theoretical basis of the project method in Russia was developed by Professor Evgenia Semyonovna Polat. The practice of using the project method shows, as E. S. Polat notes, that "learning together is not only easier and more interesting, but also much more effective." By the project method, she means a learning system in which the child acquires knowledge and skills in the process of independent planning and implementation of gradually more complex practical tasks

- projects. According to the definition of E. S. Polat: “The project method involves a certain set of educational and cognitive techniques and actions of students, which allow solving a particular problem as a result of independent cognitive actions and involving the presentation of these results in the form of a specific product of activity. If we talk about the project method as a pedagogical technology, then this technology presupposes a set of research, problem-based methods that are creative in their very essence.” [4, pp. 3–9] Also, Professor E. S. Polat proposed the most complete classification of projects according to the following typological characteristics: 1) dominant type of activity: role-playing, informational, research, creative, practice-oriented, etc.; 2) subject content area: mono-project and interdisciplinary project; 3) the nature of project coordination: direct - with open (explicit) coordination and hidden - with implicit coordination; 4) the nature of contacts: internal, regional, international; 5) number of project participants: individual, pair, group; 6) duration of the project: short-term, medium-duration, long-term. [5, pp.71–76]

Now let’s take a closer look at the use of the project method in foreign language lessons. When teaching foreign languages, the project method provides students with the opportunity to use language in real-life situations. This undoubtedly contributes to its better absorption. N. Kocheturova identifies the following distinctive features of projects designed for language teaching: 1) the use of language in situations as close as possible to the conditions of real communication; 2) emphasis on independent work of students (individual and group); 3) choosing a topic that is of great interest to students and is directly related to the conditions in which the project is being carried out; 4) selection of language material, types of tasks and sequence of work in accordance with the topic and purpose of the project;

5) visual presentation of the result.

Working with students of different ages in English lessons, main stages of working on a project can be highlighted:

Preparation of the project. First, I offer children research topics, which can be either within the textbook, or formulated by me taking into account educational tasks, and the students themselves can also propose a topic. All modern teaching and learning kits already contain projects. As a rule, recommendations for these projects do not limit the freedom of the teacher and students, provide the opportunity to take initiative and offer the opportunity to carry out other projects. The problem offered to students is formulated in such a way as to guide students to attract facts from related fields of knowledge and various sources of information. Students are aimed at comparing and contrasting phenomena, events, facts from history and the lives of people in different countries. I try to involve all students in the class in the work, offering each task taking into account the level of his language proficiency. Project preparation begins from the very first lesson. I introduce students to project topics in the first lesson of a new topic so that they can gradually accumulate the necessary material for their projects. Each student chooses the topic that interests him most, roles are assigned, and work on the project is planned. Students begin collecting printed and illustrative materials. At the initial stage, children often have difficulties drawing up an individual project plan, formulating their thoughts, and language difficulties when presenting material. And here a teacher should come to the rescue, whose role is to be a coordinator, participant and assistant. The teacher must define the topic in such a way that students are able to develop the idea and successfully translate it into a project.

Project implementation. Next begins the most labor-intensive and time-consuming stage of work on the project - working with various sources of information, searching for new knowledge, forming your own opinions and judgments on the subject of research. It is at this stage that the main work of the teacher with his students occurs,

intermediate results are discussed, and errors in the use of lexical and grammatical units are corrected. After consultations and making the necessary adjustments, the project is finalized. I think that a draft version of the project is necessary, since I try not to make corrections in red in the final version of the work.In my opinion, this focuses attention on the mistakes and distracts from the positive aspects.

Project protection. Students choose the format for presenting their projects. I try to have all students participate in presenting their work. I would also like to emphasize that it is necessary to pay more attention to the final, presentation stage of the project. Carrying out a full-fledged defense of projects and reflection will allow students to more consciously approach their work, fully understand the practical significance of their activities, and also increase self-esteem by realizing the importance of the results and the presence of significant achievements.

Project evaluation. Evaluating project work is not an easy task. It depends on how fully and efficiently the topic is covered, and how freely the student can talk about the subject of his research. In order to avoid tiring for students to listen to several projects in a row, I suggest that they evaluate the project themselves. According to T.V. Dusheina, language is only an integral part of the entire project and it is a mistake to evaluate a project only on the basis of linguistic correctness. The assessment should be given for the project as a whole, the diversity of its nature, the level of creativity, and the clarity of presentation. [1, p.40]

During the years of studying English, my students carry out mini-projects: they create thematic projects, draw posters and postcards, and make collages. At the middle and senior levels, preference is given to creative projects that are carried out in the form of presentations, in the form of publishing newspapers and magazines. The most interesting and vibrant projects are produced on the following topics: Grades 2–4 - “About Myself”, “My Pet”, “Appearance”, “My Flat”.

Grades 5–7 - “My Summer Holidays”, “My Hobby”, “The Sightseeing of Moscow”, “Daily Routine”, “Healthy Food”. 8th grade - “Books in Our Life”, “My City”, “My Favorite writer”.

Grade 9 - “Diet”, “The Sightseeing of New York”.

Grades 10-11 - “At an International Airport”, “Friends for Life”, “Environmental Protection”.

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