Application of Project Based Learning in Teaching Foreign Languages

Begizova Madina
Teacher, English Faculty № 3, Uzbekistan State World Languages University, Uzbekistan

Abstract: the article describes issues on application and organization of project-based learning in teaching foreign languages. As it is known, projects involve the activation of students: they must make presentations, videos, use the Internet, talk with other people, look for photographs and drawings. As well as, students with different levels of language training can participate in the design work in accordance with their capabilities. For instance, a student who does not speak in English well enough can perfectly draw or skillfully use Internet resources. In this article the author deals with the researches of scientists based on this topic and defines the stages of project designing and its evaluation process.

Keywords: competence, project designing, language training, project.

INTRODUCTION

The formation of key competencies in the process of training of students can be effectively carried out with the creation of certain organizational and pedagogical conditions.

Conditions usually include external and (or) internal circumstances, something on which something depends. Pedagogical conditions are considered to be external circumstances that ensure the functioning and development of the process, which requires a certain ordering - organization. Organization is understood as the process of achieving certainty in the external and internal relationships of systems, necessary to ensure the sustainability of systems in a changing environment.

The main organizational and pedagogical conditions for the formation of key competencies in the process of preparing students are a combination of an innovative educational environment, structure and content of educational and methodological support for the process of forming key competencies.

The innovativeness of the educational environment is achieved by the introduction of specific innovative technologies into the educational process.

Materials and methods.

The structure and content of educational and methodological support for the formation of key competencies is represented by the following structural and content units:

- educational-program base (State educational standard, a set of key competencies in accordance with the State requirements for the minimum content and level of training of graduates in the specialty, approximate curricula and programs, work plans and programs, thematic plans and plans for lectures, seminars and practical classes in accordance with the general curriculum);

- educational and methodological complex focused on the competence-based approach (educational and informational and methodological material: the traditional version of educational and educational literature and an electronic version of didactic teaching aids, a bank of practical works, projects of independent, research, creative activities of students, control tools on paper carrier and in electronic format, aimed not only at determining the
level of assimilation of knowledge, but also at identifying the ability to use the acquired knowledge in practice);

- monitoring the quality of the educational process based on the competence-based approach (portfolio of professional and personal development of students as one of the forms of monitoring designed to demonstrate, analyze and evaluate knowledge, skills, competencies, development of reflection, students' awareness of the results of their activities and their own subject position).

By organizational and pedagogical conditions, we mean competence-oriented forms of organizing students' activities and forms of organizing their training. In our opinion, such forms of organizing students' activities are individual educational courses of students, and the forms of organizing their education are lectures - "innovative" and "informational", "Analytical", "procedural", "consulting", "project" workshops.

The grounds for the design and implementation of individual educational courses of students can be classified into:

1. different volumes and depth of knowledge among students of the theoretical foundations of the discipline;
2. the presence or absence of students' experience of practical professional activity;

The process of preparing a competitive specialist, a pedagogical process should not only equip a student with knowledge of design technology, but also contribute to the acquisition of relevant skills and abilities [2].

The organization of project activities contributes, first of all, to the formation of project competence among students, which is expressed:

- in the ability to plan, organize the activities of students, see the result of their work;
- in students experiencing a situation of success, increasing their self-confidence;
- in the formation of communication skills, in the ability to interact with various subjects of the educational process.

The general importance of educational design technology in the formation of a future specialist can be formulated as follows:

1) the research and practical nature of educational design makes it possible to form a wide range of socially valuable motives of students' educational activities: professional, cognitive, personal;
2) awareness of the importance, necessity of one's work increases the self-esteem of students, creates conditions for the creative self-realization of the individual;
3) in the course of the implementation of the educational project, the social experience of students is formed, their ability to see, highlight and solve social and professional problems;
4) the technology of educational design ensures the development of students' research abilities and the formation of skills necessary for professional activity to analyze production problems, find creative ways to solve them at all stages of training, and not only at the stages of course and diploma design.

While completing project assignments, students find themselves in a situation where they can apply in practice the knowledge, skills and abilities they have already acquired and understand what kind of knowledge they need to acquire, what skills and abilities to form. This allows you to increase motivation, form a realistic assessment and a critical attitude towards your own knowledge, skills and abilities.

The choice of project topics depends on the academic situation in the subject, professional interests, on the interests and abilities of students, and may be suggested by the students themselves.
The results of completed projects must be material and formalized and can be presented in various forms: album, magazine, almanac, reference book, study guide, collection, model, exhibition, multimedia product, presentation, video film, report, holiday, etc.

In the work on the creation of the project, the following stages can be distinguished with the peculiarities of the activities of the teacher and students at each of them.

The first stage is preparation: putting forward the idea of developing a project by the teacher in class, defining the topic, goals and objectives, type of project; the formulation of subtopics, methods of collecting and analyzing information, determining the form of presentation of the project, the criteria for evaluating the process and the result, which are determined by the teacher and, depending on the goal, may be different, the terms of work on the project.

When choosing a topic, it should be remembered that it must harmoniously fit into the training program, meet the needs and interests of not only the group, but also each participant individually.

Depending on the purpose of the work being organized and the levels of students, one or another type of project can be selected.

It is better for students to start work with information and creative projects; research projects should be offered later, when the skills and abilities necessary for the design are formed.

It is advisable for first-year students to offer work on group projects, this will allow them to quickly adapt to a new team and learning conditions, and relieve tension.

In the second and third courses, students can carry out individual projects, which will help them prepare for the implementation of coursework and final qualification works.

The second stage is planning. Here the goal, objectives and hypothesis are formulated, an action plan is developed, the time frame for work on the project, methods of collecting and analyzing information are determined, and groups are created if necessary.

At this stage, it is necessary to take into account not only the previous experience and training of students, but also gaps in their knowledge, to anticipate possible difficulties. If necessary, there is a recruitment of small groups, which are formed taking into account the psychological compatibility of the participants in the design, while each must have strong, medium and weak students. The group is given one task, but when it is completed, the division of roles among the participants is allowed.

As a result, the work of not one student is assessed, but the whole group, and the teacher himself can choose a member of the group who must present the project (students must be warned about this in advance).

The third stage is collecting information: working with sources, completing assignments; analysis of the collected information, formulation of conclusions; documentation - registration of the results of work on a project.

During this stage of work on the project, the teacher needs to use individual and collective work in order not only to activate everyone, but also to contribute to team building. It is important to provide project participants with a vision of their progress in mastering the knowledge necessary for a future profession, to help them learn for themselves. At this stage, it is important for the teacher to remind the project participants of the rules without which such work is impossible: constant active independent work, benevolence under all circumstances, the obligation to complete all tasks within the agreed time frame, mutual assistance in work, thoroughness and conscientiousness in the performance of work, equality and freedom to express thoughts, ideas.

The fourth stage is the presentation of the results of project work: presentation and evaluation of oral and written reports, evaluation of the results of work according to pre-agreed criteria; reflection, discussion of the theoretical and practical results of the project.
Presentations of educational projects can be carried out in the form of a business or role-playing game, a dialogue of historical characters, an illustrated comparison of facts, documents, civilizations, a dramatization of a real or fictional historical event, a report of a research expedition, a press conference, advertising, theatricalization (incarnation in the role of a person, animated or an inanimate creature), a TV show, an excursion, a video demonstration (a product made on the basis of information technology), etc.

Defense of project work is the most psychologically stressful stage of design - preparation and access to public defense of creative work, where experts, who can be invited teachers, students of senior or parallel courses, representatives of the employer, etc.) will evaluate the completed projects and defense (report for 5-7 minutes, answers to questions, assessment by an expert questionnaire).

Having decided to use project activities, the teacher must remember that it is important to be aware of the performance of various types of tasks by students; the level of complexity of the proposed projects, the real possibilities and needs of the students should be taken into account [5].

A teacher organizing project activities must comply with a number of requirements:

- the ability to see and select the most interesting and practically significant topics for future projects;
- the ability to integrate knowledge from various fields to solve the problems of selected projects;
- possession of a certain arsenal of research, search methods;
- the ability to generate new ideas, guide students to find ways to solve the tasks and problems;
- mastery of the art of communication, the ability to organize and conduct discussions, without imposing their point of view;
- the ability to organize independent creative work of students;
- the ability to establish and maintain a stable, positive emotional attitude in the project group.

Of course, there are certain difficulties in using the technology of project-based education, but its focus on the intellectual development of the personality of the future specialist, on the formation of his critical and creative thinking, is obvious. The use of this technology also affects personal development: students learn to perform different social roles (leader or performer, organizer of joint activities, generator of ideas, designer of the results of joint activities, etc.). The design technology forms initiative, the ability to weigh all the circumstances, to calculate one's strength, to form observation, perseverance, independence, the ability to work in a team.

Mastering a foreign language in the process of project work gives students the true joy of learning, familiarizing themselves with a new culture. When performing design work, which can be presented orally and in writing, it is necessary to adhere to, in my opinion, the following recommendations:

Firstly, since project work enables students to express their own ideas, it is important not to control and regulate, it is advisable to encourage their independence.

Secondly, project work is mostly open, so there can be no clear plan for their implementation. In the process of fulfilling design tasks, some additional material can also be introduced.

Thirdly, most projects can be carried out by individual students, but the project will be as creative as possible if it is carried out in groups. This is especially important, for example, when selecting pictures for collages and other work of this kind. Some projects are carried out independently at home, some of the project tasks take part of the lesson, others take a whole lesson, so it is advisable to keep old magazines, scissors, and glue in the classroom. The third recommendation once again emphasizes the importance and effectiveness of educational collaboration.

The project is carried out according to a certain scheme:
1. Preparation for the project

Starting to create a training project, a number of conditions should be observed:

- preliminary study of individual abilities, interests, life experience of each student;
- choose a project topic, formulate a problem, offer students an idea, discuss it with students.

2. Organization of project participants

First, groups of students are formed, where each has its own task. By distributing responsibilities, the students’ inclinations to logical reasoning, to the formation of conclusions, to the project work design are taken into account. When forming a group, they include students of different academic performance, and various social groups.

3. Project implementation

This step is associated with the search for new, additional information, discussion of this information, and its documentation, the choice of methods for implementing the project (these can be drawings, crafts, posters, drawings, quizzes, etc.). Some projects are completed at home independently, while others requiring assistance from the teacher are created in the classroom. The main thing is not to suppress the guys ’initiative, treats any idea with respect, create a situation of “success”.

4. Presentation of the project

All worked out, designed material should be presented to groupmates, to protect their work. To analyze the proposed teaching methodology, the ways of project implementation and presentation are important. So, students can have a special notebook only for projects. Projects can be carried out on separate sheets, forming an exhibition, installation. Groups can compete with each other. Project assignments are carefully graded so that students can complete them in English. Initially, a draft is encouraged, and then a clean draft.

5. Summing up the project work.

The number of steps - stages from the adoption of a project idea to its presentation depends on its complexity.

Although technical design has its own distinctive specificity, it seems to us that it undoubtedly combines several group types of activities, including the use of IT, the development of design solutions, and the preparation and approval of technical tasks. Thus, the training project activities we offer in a foreign language imitate to some extent the real professional design activities for which undergraduates are preparing. The main unifying criterion of these two types of activities is a collective way of fulfilling project tasks, which can involve a wide range of personal qualities of project participants.

Discussions.

In connection with the above requirements, a generalization can be made that the skills of the implementation of project activities are an integral condition of modern higher education. Assessing the development of project training in Russia and abroad, it is worth noting that many authors (Matyash N.V., 2011 and others) agree, defining project training as comprehensive, contributing to the formation of knowledge, skills from various areas of human activity.

The use of personality-oriented learning [2] during the implementation of project activities contributes to the formation of creative thinking, responsibility, independence, activity in the learning process. One of the most important characteristics of a personality-oriented aspect in project training is the lack of strict control over the implementation of educational work by the teacher. In addition, project activity is one of the ways to implement personality-oriented training due to the fact that this type of training is most successfully implemented in small groups of students, in accordance with the conditions of organization and implementation of the project. Project training is a means of organizing educational and cognitive activities of students, it also contributes to the development of skills in using modern information technologies, as well as the
versatility of education and personal growth of students in the aspect of the formation of their sociocultural competence.

The main task of education is the actual study of the surrounding life. Teacher and students go this way together, from project to project. The project, which is performed by the students, should arouse enthusiasm in them, draw them in, go from the heart. Any action performed individually, in a group, with the support of a teacher or other people, students must independently plan, execute, analyze and evaluate.

By telling others about themselves and the world around them in English, students discover the value of English as the language of international communication. They may find themselves in a situation where they need to describe their family or city to foreigners, and the project work prepares them for this.

When evaluating a finished project, one should pay attention not only to the correct use of the language. An important incentive for the development of the student’s personality is the degree of their creativity and originality in the implementation of the project. First you need to check the draft work. So you can point out errors without correcting the finished work. If there are errors in the final version of the project, I correct them with a pencil or write them on a separate sheet of paper, and then the students decide for themselves whether they want to correct the final version of the work. Do not worry about mistakes; literacy can be assessed in other activities. It is easy to correct the mistakes of students in multimedia projects students are increasingly completing their projects on a computer. It is gratifying that the number of students who want to complete projects on a computer is growing every year.

The experience of working on the technology of the project methodology for several years allows us to analyze and give an answer to the question: "How does this technology affect learning a foreign language."

Analyzing the practical experience of project development presented above, we can conclude that the use of the project method in the process of educating students can be included in real research activities aimed at obtaining real result.

Conclusions.

In conclusion, it should be emphasized that the technology of project-based teaching refers to high pedagogical technologies and requires careful preparation, both on the part of the teacher and on the part of students.

In addition, the independent choice of the content and methods of activity contributes to the development of the emotional sphere of the personality, its abilities, inclinations, interests.

References: