

PROJECT METHODS OF TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF MODERN PEDAGOGICAL TECHNOLOGIES

The article is devoted to the project technology of training, its use in the educational process. The authors define the tasks solved in the process of project training, make the comparative characteristics of the traditional and project paradigms of education.

Keywords: *project training, technology, learning, task solution, educational process.*

Статтю присвячено проектним технологіям навчання, їх використанню у навчальному процесі. Автори визначають завдання, що вирішуються в процесі проектного навчання, роблять порівняльну характеристику традиційних і проектних парадигм освіти.

Ключові слова: *проектне навчання, технологія, навчання, вирішення завдань, навчальний процес.*

Over the past decades, the main orientations for the development of school education in society are aimed at the intellectual and spiritual and moral development of the individual. Today it becomes obvious that knowledge is not transmitted but obtained in the process of personally significant activity, since knowledge itself, apart from certain skills and abilities of their use, does not solve the problem of human education and its preparation for real activity outside the educational institution.

The purpose of education now is not just knowledge and skills, but also certain qualities of the person. Our society is interested in ensuring that citizens are able to independently, actively act, make decisions, and adapt flexibly to changing living conditions.

Accordingly, school education should be aimed at solving the following tasks:

1. Formation of readiness for solving various problems. Obviously, depending on the situation, the solution to a specific problem will be based on a range of knowledge, skills, abilities in different subject areas. In order for this quality to be formed, it is necessary:

- make teaching more problem-oriented;
- stimulate not only the students' ability to answer questions, but also to formulate their own questions on the course;
- review the traditional role of the teacher and student in the lesson;

2. Development of the desire to study all life, updating and improving the acquired knowledge, skills and abilities in relation to changing conditions. The task of the study is not only the content of education but the use of new learning technologies.

What does the term “technology” mean?

Technology (from Greek *techne* - art, craftsmanship, skill) is defined as a complex of technologies and methods for the obtaining, handling and processing of certain products; as a discipline that develops and improves such technologies and methods [2, p. 248].

Learning technology is a complex integrative system that includes an ordered set of operations and actions that provide pedagogical purpose-setting, substantive and procedural aspects aimed at learning, acquisition of professional skills and the formation of personal qualities of learners, set learning objectives [2, p. 249].

Then let's turn to the concept of "project" (from the Latin *projectus* - thrown forward). Projecting is an activity to create the image of the future, the expected phenomenon. It is one aspect of human creativity and is based on planning, forecasting, decision-making, design, and research.

The project technology is a pedagogical technology, oriented not on the integration of factual knowledge, but on their application and the acquisition of new ways of self-organization and self-education of students.

In project training, the method is considered as a way to achieve the goal through a detailed development of the problem (technology), which must be completed by a completely realistic, tangible practical result, executed in one way or another [1].

Using this technology in the educational process are solved important tasks:

- classes are not limited to the acquisition of certain knowledge, skills, and abilities by students, but form practical actions of the students, affecting for their emotional sphere, thereby increasing the motivation of students,

- students are given the opportunity to carry out creative work within a given topic, independently extracting the necessary information not only from textbooks but also from other sources. At the same time students learn to independently think, find and solve problems, involving for this purpose knowledge from different areas, predict the results and possible consequences of different solutions, learn to establish causal relationships;

- the project successfully implements various forms of organization of educational activities, in which students interact with each other and with a teacher whose role is changing: instead of the controller, he becomes an equal partner and consultant;

- in the project work, the whole process is oriented towards the student: his interests, life experiences and individual abilities are primarily taken into account here;

- individual and collective responsibility of students for the specific work within the project increases, working individually or in a micro group, as each student must present the results of his activity to the whole group;

- collaborative work within the framework of the project teaches students to bring the case to the end, they must document the results of their work, namely: write an article for the newspaper, report, collect and process statistical data, make audio and video recordings, make an album, collage, wallpaper and so on.

Thus, the general feature of projective technologies is the presence of a delivered personality-significant problem and the task of solving it. If this is a theoretical problem, the project process is to find a concrete solution to it, if the practical one is the task of the student to achieve a certain result of this problem, ready for implementation. The solution of the problem involves, on the one hand, the use of a variety of research, search methods and means of teaching, and another - the need for the integration of knowledge, skills from various fields of science, technology, and creative areas.

It is necessary to compare the characteristic of the traditional education paradigm and the new one used in the project training:

- In traditional system training methods of study prevail in practice, then the modern tendency is more active use of project technologies.

- The main difference is that with the help of training instruction technologies, students learn the prepared content, and through projective tasks, they learn to creatively form the content of learning and absorb the knowledge.

Currently, traditional programs are overloaded with learning information, which directly leads to a marked gap between theory and practice, since in this situation there can be no question of the formation of the skill of application. Project training at the same time is more productive, as in the process of carrying out a curriculum knowledge is acquired by students in the process of using information in solving practical problems. The search for the solution of practical problems activates the necessity of obtaining knowledge, cognitive activity.

Thus, the content of the project activity of students is complicated as previous, more simple project assignments. Projecting helps students to realize the role of knowledge in life and learning – knowledge stop to be the goal and become a means of actual education.

Literature:

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GAINS FROM MULTINATIONAL COMPETITION

The deep transformation of economic relations stipulates the reframe and analysis of substance of economic categories “competition” and “competitiveness” under the modern conditions of farming. The different approaches up to the essence of the categories “competition” and “competitiveness” and their role under the market conditions of farm are analyzed. The influence of competition and competitiveness on the activity of farming entities is studied.

Key words: *competition, competitiveness, market economy, interindustry competition; perfect competition, business-plan, strategic planning, state regulation.*

Глибока трансформація економічних відносин, що відбуваються в Україні на тлі ринкових умов обумовлює необхідність осмислення і дослідження сутності економічних категорій "конкуренція" та "конкурентоспроможність" відповідно до сучасних умов господарювання. Проаналізовано різні підходи щодо визначення сутності категорій "конкуренції", "конкурентоспроможності" їх роль за ринкових умов господарювання. Досліджено вплив конкуренції та конкурентоздатності на діяльність суб'єктів господарювання.

Ключові слова: *конкуренція, конкурентоздатність, ринкова економіка, міжгалузєва конкуренція, досконала конкуренція, бізнес - план, стратегічне планування, державне регулювання.*