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MODERN INNOVATIVE APPROACHES TO LEARNING FOREIGN LANGUAGES. PROJECT METHOD

The rapid changes taking place in the Ukrainian society, achievements in the field of linguodidactics and the practice of teaching foreign languages raise the need for the educational system to update educational systems and technologies in Ukraine.

The teacher must possess the latest methods and technologies of teaching foreign languages in order to optimally select the various tools and means of teaching to obtain maximum synergy effect in the student's audience. Among the modern technologies and methods of teaching, one can distinguish the following: the technology of suggestive education, the technology of critical thinking, the design technology of training, problem and interactive methods of training

Suggestive technology envisages the creation of special psychological and pedagogical conditions for the training of a person, which is based on the formation of belief in the feasibility of educational tasks; constant positive emotional reinforcement by creating aesthetically comfortable conditions for cooperation, suggestion of the powerful possibilities of student intelligence and demonstrations of rapid progress in the study of the discipline.

Suggestive technology is a means of psychological influence on the team being trained. This tool, guided by one or another reactions or processes in the human body, causes the effect of expanding the cognitive and reproductive capabilities of the individual, which in general causes an intensification of the educational process, because the suggestion is a form of emotional and verbal control of various psychological, psychophysiological and physiological reactions of a person. Therefore, in the suggestive technologies, the method of relaxation is widely used. Relaxation – a state characterized by some decrease in the quality of consciousness, is caused by intentional volitional effort (concentration) of students to influence the sphere of unconscious suggestion. As a rule, in a relaxed session, the student has

an active role in self-regulation and management of his mental condition. However, classes are conducted with the direct participation of a teacher who manages the process of self-regulation.

In order to achieve relaxation, the student must concentrate his attention on the suggestions formulas presented by the teacher. Only in this case it is possible to achieve the required depth of autogenous immersion. Concentration of attention is one of the necessary conditions for achieving relaxation and rest in the next implementation of internal settings. Importance is also given to the learning of information in relaxation. Attention stimulates the imagination. From the ability to imagine, its brightness depends on the success of the introduction of relaxation, the speed and depth of autogenic immersion.

An important part of the relapsed pedagogical direction of prostatic pedagogy is self-induction (autosuggestia). Self-discipline leads to an increase the level of self-regulation, which allows the subject to call into itself one or another sensation, perception and control processes of attention, memory, emotions. The main means of self-directing are verbal self-design or reproduction of the minds of certain situations.

The basis of the development of critical thinking is the method of alternating the methods of organization of educational and cognitive activity, which in turn provides support for constant interest in the classroom; provides students with the ability to critically treat any information.

The technology of developing critical thinking is not intended to memorize, but to the meaningful creative process of knowing the world, the resolution of the problem and its solution. The essence of technology: unobtrusive, lack of categorical and authoritarianism on the part of the teacher, giving the student the opportunity to know themselves in the process of obtaining knowledge.

Within the technology of developing critical thinking, the following phases are distinguished:

- challenge: actualization, reproduction of everything that the student knows about the topic; activation of the student, aimed at a conscious and critical approach to the understanding of new information, active participation in the learning process; the formation of personal interest in the topic so that the student himself set the goal of learning.

- realization (comprehension): obtaining new information provided that there is a constant support for learning activity, interest in

the topic;comprehension of new information;comparing new information with their own knowledge.

- reflection (self-esteem), or reflection: holistic comprehension, generalization of received information, consolidation of new knowledge; developing an appropriate attitude to the material, revealing still unknown – those and problems for further work; analysis of the entire study process of the material; exchange of thoughts makes it possible to expand the linguistic space and get acquainted with other points of view.

The technology of critical thinking development gives the student the ability to think critically, accordingly to treat his own education, work in cooperation with others, the desire to study throughout his life. Technology gives the teacher the ability to create an atmosphere of openness and responsible cooperation in the audience, the possibility to use a model of education and a system of other methods that promote the development of critical thinking skills and autonomy in the learning process.

The project method is focused on independent work of the students (individual, dual, group) in the time allocated to them (from several minutes of lessons to several weeks and sometimes months) and requires integrated knowledge and finding ways to solve the problem. The main component of the method is student autonomy. It is also important to structure the content of the project with the indication of phased results. What is a project method? Methodologists and teachers interpret it in different ways. We are closer to Eugene Pollat, a doctor of pedagogical sciences, professor, where she gives a definition of the method of projects as foreseeing a certain set of educational and cognitive techniques that allow solving one or another problem, as a result of independent actions of students with the obligatory presentation of these results. Thus, the effectiveness of using the project method in the practice of teaching foreign languages is high in all types of activities: increasing the speed of reading, improving the quality of the translation of the text, improving the ability of the oral and written language, expanding the students' outlook, developing communication skills, the desire to independently extract and use new knowledge. So, the project is five "P". *Problem - Designing - Finding Information - Product - Presentation.*

The project is implemented according to a certain scheme:

1. Preparation for the project. Getting started to create a training project, you must adhere to a number of conditions: to explore in

advance the individual abilities, interests, life experience of each participant; choose the topic of the project, formulate the problem, invite the participants to the idea, discuss it with them.

2. Organization of project participants. Initially groups of participants are formed, where each one faces its task. Distributing responsibilities takes into account the tendencies of participants to logical considerations, to the formation of conclusions, to the design work.

3. Implementation of the project. This step involves finding new, additional information, discussing this information, and documenting it, choosing how to implement the project (it can be drawings, products, posters, drawings, quizzes, etc.). Some projects are made at home independently, others who require help from the teacher, are created in the audience. The main thing is not to suppress an initiative, respect any idea, and create a situation of "success".

4. Presentation of the project. All worked out, decorated material must be presented, protect your project. For the analysis of the proposed teaching methodology, important ways to implement and present the project. Projects can be executed on separate sheets and fasten together, forming an exhibition, installation. Groups can compete with each other.

5. Summing up the design work. The number of steps - the stages from the adoption of the idea of the project to its presentation depends on its complexity.

By the nature of the final product of the project activity, it is possible to distinguish the following types of projects in the field of studying a foreign language.

Structural and practical projects, such as a diary of observations, the creation of a game and its description. Gaming – role-playing projects, dramatizing the play (oral practice program).

Information and research projects, such as the "Country Guide for Language", which is being studied. Scenario projects are a scenario for a group or institution.

Creative work is a work on a free subject, a literary translation of a work into a native language.

Publishing projects – wallpapers, materials for stands.

As you can see, the project technology in the system of interactive teaching methods has great potential. This direction of work is all the more relevant for studying in student groups, since it allows in practice to provide interdisciplinary connections: English is not

considered as an isolated subject, not needed by an economist, manager or marketer; during the implementation of projects unobtrusively manifests itself in the universal character of professional terminology, it comes to the realization that the knowledge of English is a real justification of the need for modern development of science and technology, culture and international relations.

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The essence of learning enables to create problematic situations in the educational process for solving them by hypotheses, justification and verification of them, which is a necessary component of the very creative thinking.

The peculiarity of problem learning is that it changes the motivation of cognitive activity: the cognitive-inductive intellectual motives become the leading ones. Interest in learning arises in connection with the problem and unfolds in the process of mental work, associated with the search and finding a solution to a problem or set of tasks. On this basis, an internal interest becomes a factor in the activation of the educational process and the effectiveness of learning.

Cognitive motivation encourages the student to develop their inclinations and opportunities.

Interactive learning involves constant, active interaction, mutual understanding of the teacher and all students of the group – participants in the learning process; solving common, but meaningful for each participant problems, problems; Equality of the teacher and students as subjects of the educational process.

Interactive technologies (brainstorming, borrowing position, playing role situations, talk shows, etc.) are actively used in English classes. In general, interactive learning allows you to bring teaching closer to a new, person-oriented level.

Conclusions: Thus, the study and application in practice of innovative teaching methods and technologies provide the opportunity for teachers of a foreign language to realize the concept of higher

education and to improve the efficiency of the educational process and the level of knowledge of students.

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THE ROLE OF THE INFORMATION FIELD IN THE VIRTUAL SPACE FORMATION

The conditions of modern existence of human society of the 21st century are first and foremost an intense flow of information. The information field under new conditions is not only the object of study, it becomes the carrier of methodological principles of understanding social being. Communication in today's society is a product of high technology, which requires the emergence of special communication skills, values and normative settings.

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In today's interpretation, information is a general scientific concept that involves the exchange of information between humans, man and machine, machine and machine, signal exchange in the flora and fauna. The content of information is changing, new ways of broadcasting and receiving information are emerging. A fundamentally different media environment, requiring special methods of