

більшість закордонних студентів в Україні. Рівень сприйняття чи несприйняття нашої культури залежить від безлічі факторів (національність студента, соціально-культурний рівень у власній країні, релігія, інтелектуальний розвиток та ін.).

Власний досвід спостереження за «вливанням» іноземних студентів в нашу культуру дозволяє виділити таку тенденцію у специфіці пристосування іноземних студентів до нашого культурного середовища: незалежно від національності та віросповідання, чим вище соціально-економічне походження студента, тим більше він відкритий до пізнання і поваги до чужої культури, і тим легше відбувається процес спілкування і взаємообміну інформацією.

## ***PROJECT-BASED LEARNING IN THE DEVELOPMENT OF LINGUISTIC PERSONALITY***

*Semyonkina Iryna*

*National University Yaroslav the Wise Law Academy of Ukraine*

One of the major problems of modern education is to connect the process of mastering the basics of scientific knowledge with the process of intellect development, skills of self-education, the ability to adjust to the changing realities of professional activity and any other spheres of life. Therefore foreign language teaching should include not only the linguistic and cross-cultural information, but also educational skills - the ability to apply language skills in different educational situations of professional orientation. These days the demands for proficiency in foreign languages is increasing, but at the same time the total number of classes of foreign languages (hours) in nonspecialized institutes of higher education is being steadily reduced. This contradiction presents great challenges for teachers

and therefore requires revision of traditional syllabus organization and application of creative approaches in the classroom and outside it.

Learning foreign languages in nonspecialized institutes of higher education should be considered through the prism of the students' future professional activity. Today it is obvious that Ukrainian law graduates are to work on such problems as to create a single legal framework in Europe, with Ukraine as an active participant; to bring Ukrainian legislation in line with European standards introducing all the necessary amendments to the Ukrainian legal system; to establish independent, unbiased court, free from any form of control and influence, as a guarantor of lawfulness and justice; to combat international terrorism and the globalization of crime; to promote international cooperation in fight against crime; to identify inconsistencies of Ukrainian legislation with the European Convention for the Protection of Human Rights and Fundamental Freedoms, subject to subsequent amendments to the national legislation etc. This is just a short list of challenges that prospective lawyers will face. Creating a hierarchy of professional values of any specialist, it should be noted that at present a meaningful approach to communication in foreign languages is crucial.

Overcoming reproductive methods of teaching and transition to the new educative paradigm, which provides for cognitive development and independent thinking are strategic trends in the process of education upgrading. Project-based learning can be seen as one of the practical and optimal solutions to the problems of professional training today.

The project method originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life. Major proponents of Pragmatism are J. Dewey (1935) and W. Kilpatrick (1935) in the U.S.A, and H.Gaudig and G. Kerschensteiner in Germany. W.

Kilpatrick defined project as “a whole-hearted purposeful activity proceeding in a social environment”[1:45]. According to Thomas and Lang project is “a voluntarily undertaking which involves constructive effort or thought and eventuates into objective results” [2; 71].

The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators: a) promotion of manual activity instead of memorization and verbalism, b) learners’ active participation in the learning process, and c) exploitation of facts relating to the immediate reality as a source for learning. Kilpatrick devised four classes of projects for his method: construction (such as writing a play), enjoyment (such as experiencing a concert), problem (for instance, discussing a complex social problem like poverty), and specific learning (learning of skills such as swimming).

It is amazing, but the idea of project-based learning in its entirety is conveyed in an ancient Chinese proverb: “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand”.

Among the most persuasive arguments in favour of project-based learning are the research data of psychologists, who claim that 90% of what we do independently remain in our memory.

Many benefits of incorporating project work in second and foreign language settings have been suggested. The process leading to the end-product of project-work provides opportunities for students to develop their initiative, perseverance, independence, power of observation, interaction in the group, collective and individual responsibility for the final result, which integrated as a whole develop an autonomous and socially active personality. In addition, project-based method reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions. Students demonstrate increased self-esteem, and positive

attitudes. Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project. Authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome.

Projects help to achieve success outside the classroom because they enable learners to use multiple intelligence, not just logical and linguistic intelligence. The language instructor like a psychologist should be aware who the students in the classroom are. It is an important information as one can help the students with not only providing the (encyclopedic) knowledge but by involving the students in the learning/teaching process using the advantage of knowing the type of intelligence (aptitude, talent), learner's style and to help them with using learning strategies effectively.

In teaching foreign languages project-based learning is a complex activity, the natural integration of language skills, as it embraces various types of communication in foreign languages with the purpose of solving specific research, information and other problems, which is the most efficient approach for nonspecialized institutes of higher education.

Another set of reported benefits pertains to the development of problem-solving and higher order critical thinking skills. These skills are very important, since they are life-long, transferable skills to settings outside the classroom.

Project-based method can be successfully merged with any training courses and incorporated in various types of activities as a means of skill improvement, because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a

relatively natural context and participate in meaningful activities which require authentic language use.

Typically any project implies the following steps: 1. creating situation; 2. selection of the problem; 3. planning; 4. execution; 5. evaluation; 6. reporting and recording.

Project-based teaching of foreign languages requires educational, professional and research competence from the teacher; planning, managing and organization skills are also significant. The teacher is expected to be aware of the personal characteristics of the students in the group. The teacher's role is different at each stage of the project development. The teacher has the central role at the preparatory stage, s/he puts up the knowledge about the project method procedure, steps, and uses to the students. Further on the teacher acts as a consultant, motivator, and assistant. The teacher should work through the entire project, lay out clear learning objectives, select all the necessary materials, be ready to help, not offering ready-made solutions. The final stage includes evaluation of the project and should be expressed positively and not negatively, because the aim is to reflect on language and content mastered, effectiveness of steps and activities used. The focus is on whether and to what extent knowledge, experiences, and skills acquired formed new values and attitudes that changed or substituted old negative attitudes. These transformations constitute the essence of real learning.

The following types of projects can be applied in foreign language settings:

1. Role and Game Projects (e.g. mock trials, writing scenarios);
2. Information and Research Projects (study of specific legal systems, forms of government etc.);

3. Survey Projects (the Influence of European Legal Culture on Ukraine etc.);
4. Performance and Organizational Projects (talk-shows, clubs etc.);
5. Creative and Production projects (essays, stories, radio programs etc.)

The choice of topics and specific problems at any foreign language proficiency level has virtually no limitations, as the teacher in cooperation with the students can always find those aspects of syllabus which arouse the learners' genuine personal interest and ensure their deep involvement in the project.

#### References

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### **О НЕОБХОДИМОСТИ УЧЕТА МЕСТА ОБУЧЕНИЯ ИНОСТРАННЫХ СТУДЕНТОВ ПРИ СОСТАВЛЕНИИ УЧЕБНЫХ ПОСОБИЙ ПО СТРАНОВЕДЕНИЮ**

*Синявина Л.В., Цыганенко В.В.*

*Национальный фармацевтический университет Украины*

Лингвострановедческий аспект преподавания русского языка как иностранного – один из ведущих в достижении коммуникативных, познавательных и воспитательных целей. Однако учебных пособий, знакомящих иностранцев с историей, географией, экономикой, культурой нашей страны, недостаточно. Целесообразны