4. Теорія і методика професійної освіти

PROJECT-BASED LEARNING TECHNOLOGIES IN FORMING COMMUNICATIVE FOREIGN LANGUAGES COMPETENCE OF ESP STUDENTS

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The article explicitly reveals the necessity of using the project activity in foreign language classes in universities, which is one of the most relevant technologies that allows students to apply the accumulated knowledge on the subject. The method of projects contributes to the formation of communicative competence, the development of active independent and critical thinking of students and orientates them to joint research work. It is revealed that communicative competence consolidates the ability to pronounce monologues and act out dialogues in a foreign language, to perceive, to read and to understand directly the authentic texts.

Keywords: *communicative competence, foreign languages for specific purposes, project-based learning technologies, critical thinking, perception, communicative skills*

Ніколаєнко О.В., Ушата Т.О. ПРОЕКТНІ НАВЧАЛЬНІ ТЕХНОЛОГІЇ У ФОРМУВАННІ КОМУНІКАТИВНОЇ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ПРИ ВИВЧЕННІ ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

У статті безпосередньо розкривається необхідність використання проектної діяльності на заняттях з іноземної мови у вищих навчальних закладах, яка є однією з актуальних технологій, що дозволяють студентам застосувати накопичені знання з предмета. Метод проектів сприяє формуванню

комунікативної компетентності, розвитку активного самостійного мислення студентів і орієнтує їх на спільну дослідницьку роботу. З'ясовано, що комунікативна компетенція консолідує в собі вміння виголошувати монологічні промови та вести діалог іноземною мовою, сприймати, читати та розуміти на слух безпосередньо автентичні тексти.

Ключові слова: *комунікативна компетентність, іноземна мова для спеціальних цілей, технології, що засновані на проектній методиці викладання, критичне мислення, сприйняття, навички спілкування.*

Николаенко О.В., Ушатая Т.А. ИСПОЛЬЗОВАНИЕ ПРОЕКТНЫХ ОБУЧАЮЩИХ ТЕХНОЛОГИЙ ДЛЯ ФОРМИРОВАНИЯ КОМУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ВО ВРЕМЯ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

В статье непосредственно раскрывается необходимость использования проектной деятельности на занятиях иностранного языка в высших учебных заведениях, которая является одной из актуальных технологий, позволяющих студентам применить накопленные знания по предмету. Метод проектов способствует формированию коммуникативной компетентности, развитию активного самостоятельного мышления студентов и ориентирует их на совместную исследовательскую работу. Выяснено, что коммуникативная компетенция консолидирует в себе умение произносить монологические речи и вести диалог на иностранном языке, воспринимать, читать и понимать на слух непосредственно аутентичные тексты.

Ключевые слова: *коммуникативная компетентность, иностранный язык для специальных целей, технологии, основанные на проектной методике преподавания, критическое мышление, восприятие, навыки общения.*

Statement of the problem. Foreign languages competency and competence, owing to which any personality commits the occurrence in the world of foreign cultures, act as a humanitarian phenomenon of professional identity of the graduates, largely determining their competitiveness in the job market. It is an

integrative educational result and is expressed in readiness of the potential specialist to use the acquired linguistic knowledge, communicative skills and experience in professional and social environment in accordance with the requirements of state educational standards.

The relevance of the research is conditioned by strengthening the role of foreign languages for specific purposes while teaching in universities. The problem of forming a foreign language for specific purposes competency and competence is one of the key issue in modern science studies. In addition, one of the main components of competence is practical experience. Within his/her competence the person may be competent or incompetent in some issues that have or gain competence in a particular field. As it comes to learning and personal development, which takes place in the education system, one of the results of education there must be acquiring competencies and competences that are required to work in various areas of public life and professional field. During the training the students should obtain core competencies, including: informative (willingness to work with different types of information), communicative (willingness to communicate with other people), cooperative (willingness to cooperate with others), decision-making (willingness to solve different problems) [9, c. 74].

The objective of the study is to consider communicative project-based learning technologies in forming foreign language competency and competence, to describe basic skills, to define requirements for the organization of cognitive and creative activities while teaching foreign languages for specific purposes. Despite a wide range of approaches to define the essence and identify the features of the notion 'linguistic competence', all the researchers emphasize that the formation and development of foreign languages competence is possible only in the linguistic environment and activity.

Analysis of recent researches and publications. Analyzing the structure of the given notion, the researchers, as a rule, apart from so important features as professional and foreign languages knowledge (cognitive component), stress on ways of linguistic activity through linguistic skills and habits (activity component).

Following such researchers as T.I. Yamchynska, A.V. Mosiichuk, N.V. Vyshyvana, Ye. I. Passov, A. Mollica, H.D. Brown, S. Ter-Minasova, N. Borysko, V.B. Galloway, who emphasize the importance of value-meaningful aspect of professional competence, we can highlight axiological (valuable) component in the structure of foreign languages competence by realizing that fundamental trends in foreign linguistic activity of the personality are determined with his/her value priorities [6]. Moreover, in the structure of values it is necessary to stress on either professional values, which motivate to commit cognitive activity, or linguistic skills. Thus, foreign languages competence is a system-value neoformation of the personality who integrates foreign languages and professional skills, knowledge and values. It must be said, that the personality is able to evolve due to the process and the result of knowledge, skills, values integration within studying and professional activity. In addition, fundamental values are an engine that provokes foreign languages competence to develop through determining the personality's significant place in trade education.

Presentation of the main material of the study. Nowadays, unfortunately, there are no fundamental researches which could represent efficacious and productive technologies to form both professional and linguistic competence of the students at worthy level during studying at university. Due to the genetic analysis of the phenomenon we have defined a strong bond between project-based learning and project methodology and that the most significant and efficient technology in order to form foreign languages competence of non-linguistic university students is a **project-based learning technology**. Modern pedagogical theory and our practice prove that a project-based learning technology, or **critical thinking** approaches, is a way of productive education and a far-out method to organize personality-oriented education. The implementation of this technology in studying allows us to solve some important didactic problems and to guarantee not only sound knowledge but also to provide conditions to help the personality to get intellectual and moral evolution, to form humanistic and cognitive values, to learn how to be independent, communicative and to manifest a desire to help others [8, c. 454].

Among principle features of a project-based learning technology we can name the following:

- students' independent activity in order to obtain knowledge and to gain skills;

- the existence of a problem which is significant, topical and interesting to students. This problem motivates cognitive and research activity by setting goals, analyzing different references and points of view, implementing different methodologies of research and integrated knowledge.

- education is not limited only by obtaining definite knowledge, skills and habits, it organizes practice integrating emotional and strong-willed spheres of the personality that activate cognitive activity and subject position;

- students get a chance to commit a creative activity within the target topic, to find necessary information in textbooks and other sources. In addition, students learn to think independently and critically, to determine and solve difficult problems, maintain cause-and-effect relations, to anticipate results and different ways of potential decision-making aftereffects;

- due to a project-based learning technology different forms of studying activity organization are implemented successfully. It provides students and teachers with team-working conditions;

- all work is concentrated on students creation, interests, life experience, abilities;

- individual and group responsibility increases because of a high-leveled competition among the students within the target project. Each student must represent the results of his/her individual research which is an integrate part of the whole project;

- concurrent working on the project teaches students to follow through on plans because they must represent tangible products, namely, to show a presentation, to write a scientific paper, to collect and process statistic data, to produce audio or video materials, to draw-up collage or wall-papers;

- a project-based learning technology fits well in studying and conjoins

smoothly with traditional ways of education.

The implementation of a project-based learning technology is especially topical in the process of learning foreign languages at non-linguistic universities because each student can assess complexity of a problem according to his/her abilities to make a decision. At the forefront at university the independent use of a foreign language serves as a means of getting new information, enriching vocabulary, linguistic knowledge expanding and applying it in new situations of the reality. From a pedagogical point of view a foreign language, as an academic subject, gives an opportunity and creates the environment for successful students' cultural and personal achievements. Modern standards of education focus on communicatively and professionally oriented character of studying, and a foreign language competence includes such a notion as 'communicativeness' [10, c. 47]. Teaching foreign languages speech must be an object of studying, and a language system must be a means of studying speech. Speech in its turn must be based on a student's communicative and cognitive demand to pronounce ideas. This demand is included into the system of motivation. Accordingly, a teacher suffers from recurring psychological and pedagogical problems and is unaware how to create, form and save primarily having existed demand to speak a foreign language and to cognize something new by a foreign language.

Educational project is a means of forming motivation to learn a foreign language. It must be mentioned, that the most significant factors which help to form inner motive to speak a foreign language within a project-based learning technology are the following:

- there is a strong bond of a project with the reality: the main idea of any project must aim at producing a product or making a decision as a result of important for a student problem solving in the process of practical activity;

- there is a group interest to fulfill a project: it is very important to achieve from the students to accept a project idea personally and to save a motive to fulfill a project successfully without losing an educational purpose;

- there is a leading role of advisory-coordinate function of a teacher: a

teacher must accept a position of an advisor and a coordinator and refuse from a position of a leader and a controller. It gives students an opportunity to be autonomous and to demonstrate initiative and self-sufficiency while working on the target project that promotes self-development.

It is necessary to designate vital methodological conditions underpinned by a project-based learning technology as a modern pedagogical methodology in the stage of creative applying of linguistic material:

1. *Intensive oral practice*. In order to form necessary speaking skills of students and linguistic competence at the level required by the standards of education it is important to organize intensive oral practice.

2. *Communicative tasks*. In order to form communicative competence it not enough to sate a lesson with a set of conditionally communicative or communicative activities that help to solve communicative tasks. It is necessary to provide students with the opportunity to think, to prove and to discuss while solving a problem. In this case students focus on a content of their statements making an idea the goal and a language a means of its pronouncing.

3. *Dialogue of cultures*. In order to make students use a language as a means of cross-cultural interrelations it is necessary either make students acquainted with country study information or find ways to involve students into intensive dialogue of cultures to let them cognize peculiarities of a language function in a new for them culture.

The main goal of a project-based learning approach to learning a foreign language is that to transfer an accent from a variety of activities on intensive thinking that requires language proficiency.

As practice shows, working on a project consists of definite difficulties. Students are not always ready or able to fulfill a project using a foreign language, for example, for discussing organizational questions, pronouncing ideas and etc. students cannot avoid errors because a part of information is not familiar to them and causes some negative language effects. That's why repetition and

generalization of necessary vocabulary and grammar must take place and precede working on a project [4].

Projects are reasonable to provide in the final stage of the module when necessary conditions have been created to let students improvise within a topic using language material. Each project fulfillment must include three main stages. In the beginning, *initial stage*, students are presented to pose a question of the research; to suggest hypotheses; to define ways of problem-solving and information searching; to cast parts among students.

In the *main stage* it is suggested to activate well-known language material within a topic and introduce to new vocabulary. In this stage it is important to organize small groups working in searching information, analyzing ideas, discussing methods to test hypotheses (observation, interview, survey, and experiment); to define forms and ways to represent the results of a project.

In the *final stage* students are suggested to finish information searching and discussing it in groups, to write a script how to defend a project; draw-up a project (collage, wall-papers, journal, report, presentation, and etc.); to defend a project and analyze the results of the project presented by all the students.

Conclusion. As practice shows, the efficiency of applying a project-based learning technology depends on some factors, among which there is:

- knowing of main peculiarities of different kinds of projects (research, creative, role-play, game, and etc.);
- creating the situation of a success as a motive to make students speak a foreign language while studying.

Implementation of project tasks and participation in the project allows students to see the practical benefits of learning a foreign language. The consequence of this is the increasing interest in the academic subject matter, research, knowledge as a process of actualization of knowledge and their conscious application in different foreign language speech situations. A project-based learning technology, used in learning a foreign language, allows to increase the level of inner motivation of

students, level of language proficiency and speaking as one of the types of speech activity; the level of development of communicative skills and cross-cultural competence in general; and to increase intellectual and creative potential of students, their level of autonomy, values related to cognition, interaction, future career; to expand the social and communicative experience; to develop corporatism as a characteristic level of cohesion of the group.

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