
ПРОЕКТНА РОБОТА В РАМКАХ ІНТЕРАКТИВНОГО НАВЧАННЯ НА ЗАНЯТТЯХ ЧИТАННЯ НА СПЕЦІАЛЬНОСТІ «ПРИКЛАДНА ЛІНГВІСТИКА»

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Проаналізовано особливості проектної роботи, як важливого засобу підходу до навчання читанню, які й базуються на проблемах, на спеціальності «Прикладна лінгвістика». Описані цілі та шляхи виконання групового проекту. Наведено приклади тем проектів.

Ключові слова: *проектна робота, інтерактивне навчання, мотивація, єдність, лінгвістична компетенція, презентація, оцінка.*

Project work as an important means of a problem-based approach to teaching reading has been canalized. The adjectives and ways of group project realization have been described. Examples of topics for the project realization have been given.

Key words: *project work, interactive teaching, motivation, involvement, integrity, linguistic competence, presentation, assessment.*

One of the ways of promoting educational efficiency in a reading class is introduction of interactive techniques. Interactive method of teaching reading presupposes organized interaction among students in the group that provides greater motivation and involvement of students in work and stimulates student's interest. Besides it involves not only expressing opinions and thoughts but also understanding and sharing opinions of the others. Interactive education may be characterized by such features as joint student-teacher activity, integrity, motivation, connection with real life etc.

Among a wide variety of interactive activities project work occupies a prominent place. Project method enables the teacher to achieve a deductive objective

and project success depends on teacher's and student's motivation and competence.

The objectives of any project are:

- to practice students' writing, reading and speaking skills;
- to widen students' knowledge on the topic;
- to teach students' to work in groups, share their duties and responsibilities;
- to develop their logical and critical thinking, creativity and imagination .

Project method encourages students initiative and critical approach, develops their creative and researching skills.

The first stage for the teacher is to elaborate the strategy of the project work, like choosing the topics to be considered, working out a plan etc. The teacher also chooses the type of project. According to dominating activity and its goals projects may fall into different types: research, creative, role-play, interview etc. Several activities may be involved.

Projects carried out in a reading class may be individual or group. Individual projects are held at the beginning of the term and based on the novels students read during their holidays as extensive reading. Students write reports on critical analysis of the book they read, describing the events and characters, expressing their opinion supported by arguments. On the one hand individual projects prepared by students themselves, independently of the other students and the teacher, but on the other hand presentations are done in the group and they are discussed, criticized and assessed by all students.

To ensure the realization of group project goals, students are organized in groups of 2 or 3 either by themselves or with the help of the teacher who may give advice as for distributing the roles within groups. Then the teacher acquaints the students with the idea of a group project and its goals. And also gives advice on organizing the work and fulfilling the project and encourages students' initiative and creativity. If the project problems are suggested by the teacher, students may fail to be motivated in their independent work. The best way to teach them to determine the topics is to brainstorm for ideas, particularly on the early stages of teaching. Below is

the list of topics for the group project provided by the students themselves and based on the novel “Sandcastle” by Iris Murdock which students read as intensive reading:

1. The interpretation of the title of the novel through the text.
2. Are all methods good to save the family happiness?
3. A problem of a painter in a society. Religious dogmas - discipline or outdated traditions.
4. Tight bonds between brother and sister.
5. Relationship between men and women.
6. Choice among work, family and love.
7. Children in unhappy families.
8. Conjugal infidelity.
9. Illusion and reality of life.
10. Leadership in the family.
11. Love after marriage: ways of behavior to save love and respect.

While working at the project, which is quite a time-consuming process, students contribute to its realization taking into account their preferences and interests. Each is responsible for carrying out the project and its presentation. Students interact among themselves and the role of the teacher is limited from that of a controller to equal partner and consultant. Students also develop and perfect their practical skills of working with a text (fiction, non fiction), they read and choose the most important and necessary material. By writing reports, summaries, critical analyses and so on, they develop their writing skills and by discussing, proving their points, giving arguments for and against, they develop their speaking skills. By means of The Internet students can reach and search for a great amount of information, thus developing their computer skills.

Presentation of a project is a final stage of work where students present products of their minds and labor. Cozy environment creates a special friendly atmosphere in the classroom. Tables are arranged in a non-traditional way in a round table shape for the participants to face each other, nobody dominates, all are equal. Portraits, pictures, charts, maps are welcome. The whole presentation should be interesting and should have something to see, to hear to think and speak about.

Students give their vision of the problems from different angles and the ways of their solution. It's important not to exceed the time allotted for each student. In the end students summarize the results of their work, express their opinions about the authors and their books, assess their team cooperation and the presentation itself. This is followed by the teacher's assessment of students' final product.

To conclude it's important to emphasize that using project work as a part of interactive education in a reading class produces good results in developing students' socio - cultural and linguistic competence.

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