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PROJECT METHOD AS A MEANS OF DEVELOPING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS

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This article discusses the project method as a means of developing foreign language communicative competence in English lessons.

Key words: project method, methodology, intellectual, creative, communication skills.

Currently, the project methodology is widely used in the modern world method of teaching English. The project follows and develops from a specific situation. This situation arises in the process of working on any scientific topic.

Teaching English is to stimulate the creative potential of the language of students along with the development of skills in certain language means.

The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, navigate the information space, and develop critical and creative thinking.

The project methodology allows for individual work on a topic that is of the greatest interest to each project participant, which, of course, entails an increased motivated activity of the student. A positive aspect is the fact that the guys turn to additional sources of information (special literature, encyclopedias, modern Internet sources), analyze, compare, selecting the most important and entertaining [1].

The project is based on a specific problem. To solve it, students need not only knowledge of the English language, but also the possession of a large amount of various subject knowledge, necessary and sufficient to solve this problem. In addition, students must possess certain intellectual, creative, communication skills.

In English lessons, various types of projects are used:

1. Research. Such projects require a well-thought-out structure, defined goals, substantiation of the relevance of the subject of research for all participants, identification of sources of

information. They are completely subject to the logic of a small study and have a structure close to a truly scientific study. When performing tasks of research projects, project participants put forward various hypotheses for solving the identified problem, and determine ways to solve it. The result of the research work is a discussion of the results, conclusions, presentation of the results.

2. Informational. This type of project was originally aimed at collecting information about some object, phenomenon; to familiarize project participants with this information, its analysis and generalization of facts intended for a wide audience. Such projects, as well as research projects, require a well-thought-out structure, the possibility of systematic adjustments in the course of work on the project. They are often integrated into research projects and become an integral part of them.

In the project methodology, the role of the teacher is much more difficult than in traditional teaching. The basis of the educational process is the personal activity of the student, and education is reduced to directing and regulating this activity. A situation is created in which the student learns on his own, and the teacher exercises comprehensive control. When conducting project work, a teacher faces a number of problems. One of them is the organization of work. The nature of the external evaluation by the teacher depends on the type of project and its theme, as well as on the conditions of implementation. The research project characterizes the phased implementation, and the success of the entire project depends on properly organized work at

the stages. When preparing a project, the teacher must make sure that each student understands what specific task he has to complete. It is necessary to explain in detail to everyone what and how to do [2].

The method of presentation will largely depend on the type of final product - a diagram, a booklet, an album, a newspaper issue, an oral presentation. Students can submit projects in writing. The teacher evaluates the content and organization of the material - the correct design of the title page, plan, the presence of an introduction, conclusion, distribution of material into chapters, the correctness of the bibliography, the literacy of the presentation of the material. The originality and motivation of their own research part is especially appreciated. Oral presentation is also an important point, which is evaluated in conjunction with the work performed. When summing up, the content side of speech, the organizational structure of the statement, the diversity and the corresponding level of lexical and grammatical material, and the literacy of speech are taken into account. The guys can use posters, distribute a plan for their presentation, use music, and also use the demonstration of tables, diagrams, graphs, photographs, drawings, and subject visibility.

When working on projects, students experi-

ence the following difficulties: a lot of unfamiliar words that were not in the textbooks, it is difficult to compare material from several sources and choose the appropriate topic, it is difficult to logically coherently build their own text so that it is interesting to listen to. These difficulties can be overcome with the joint work of the teacher and students. I am correcting errors in the preliminary (electronic) version of the project, because I believe that information with errors should not be reproduced in front of the eyes of students, because many have a well-developed visual memory. But the question arises of differentiation of estimates, if all projects are completed perfectly. But for this, I place special emphasis on oral presentation, because it is here that independence and individuality are manifested [3].

Project work is an effective means of developing a student, expanding language knowledge. It is also a real opportunity to use the knowledge gained in other subjects by means of a foreign language. The relevance of methodological development is in connection with the rapid change in life, the requirements for teaching students at school are also changing. The project is a new educational technology that allows you to solve the problems of a student-centered approach to learning.

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ПРОЕКТНЫЙ МЕТОД КАК СРЕДСТВО РАЗВИТИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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В этой статье рассматривается проектный метод как средство развития иноязычной коммуникативной компетенции на уроках английского языка.

Ключевые слова: проектный метод, методология, интеллектуальные, творческие, коммуникативные навыки.