PROJECT ACTIVITY IN LANGUAGE LEARNING: METHODOLOGY ASPECTS

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Emphasis transfer in teaching from the teacher-centered approach to the student-centered one as well as awareness of the necessity of student efforts' support have led to new challenges for a teacher. Awareness rise concerning the self-managed learning will stimulate students to become more independent in their learning. One of the main reasons of this is that "learning can be more efficient when pupils are active during the learning process taking responsibility for their study and making decisions connected with this"[2].

In particular, for mixed-ability groups the students' independence encouraging in language learning can ensure meeting different needs, expectations and competence gaining by some individual pupils. The need in language learning independence development could be considered as the impulse for long-life learning where each personality makes sensible decisions on their further study direction [1]. For example, with the purpose of foreign language curriculum mastering the fulfillment of project-modules "Country study", "Business course" requires from students some skills in searching proper information, making a project with conclusions and their personal opinions on the selected topic. This helps to develop communicative competence, independence and activeness of pupils during language communication.

The other examples can be leaflets designing for new pupils or students including articles on various courses or subjects, accommodation description, advice on problem avoidance as well as proposals on entertainment and relaxation. For writing skills development a diary can be proposed; all students have to write at least 400 words per week then submit to a teacher for checking and provide a reviewed and corrected version of a diary at the end of the term. Students may write about anything they want; the majority writes about everyday life, their thoughts, feelings and problems, but some include their own stories and poems. Another option to a diary is an online blog with less volume but more updates.

While performing projects, such as scientific questionnaires, two or more students can be involved. After choosing the theme they gather information from various sources

via personal interviews or forms. It is necessary to present a written or an oral report including the following information:

- Introduction: reasons for questionnaires (surveys), what they expected to learn.

- Procedure: Where, when, how, from whom these data were collected.

- Results: Generalization of the data and information taken from different sources and also questionnaires' results.

- Discussion: results' interpretation and feedback [2].

These kinds of projects can help students realize their creative abilities and overcome some communication problems. For extra-curricular activity pupils can be proposed a project connected with school TV, website development and Drama clubs.

We believe that project technologies can be easily integrated into any leaning situation since topics and types can be changed according to age, interests, input data and competence level of students. It does not matter how stimulating and rich the learning environment and different activities are, most students are unlikely to learn all the necessary things to achieve success in a class having time limits.

Thus, teachers have to provide students with more opportunities for their knowledge and skills application while interacting with peers. However, it is important to respect the rights and interests of students as personalities concerning their way of learning. Involving students in project making is one of the ways which will help them gaining some confidence in their ability to manage their own learning and become independent.

References:

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2. Podobedova, T., (2004). Projecting as a pedagogical phenomenon: methodology and theory aspects, Humanitarian sciences; 2004 (1).