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PROBLEMS OF USING THE PROJECT METHODOLOGY IN TEACHING A FOREIGN LANGUAGE

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Abstract: Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. At the beginning of the 21st century, the socio-cultural context of learning foreign languages in Russia has changed significantly. Their educational and self-educational functions in schools and universities, as well as their professional significance in the labor market as a whole, have significantly increased, which has led to increasing motivation in learning international languages [1]. Teaching methodology is a complex of sciences that study the methods of orderly interconnected activities of the teacher and students, aimed at solving educational problems, a system of purposeful teacher actions that organize the educational activities of students leading to the achievement of learning goals.

Keywords: teaching practices, syllabus, teaching methods, teaching skills, professional skills, teaching theory, teacher education.

Introduction. The methodology includes teaching methods, which include the following types: traditional, innovative. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. The methodology and theory of FLT should be improved and developed in accordance with current trends in the development of society, economy and industry because the use of a foreign language in the 21st century has increased. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students'

cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular.

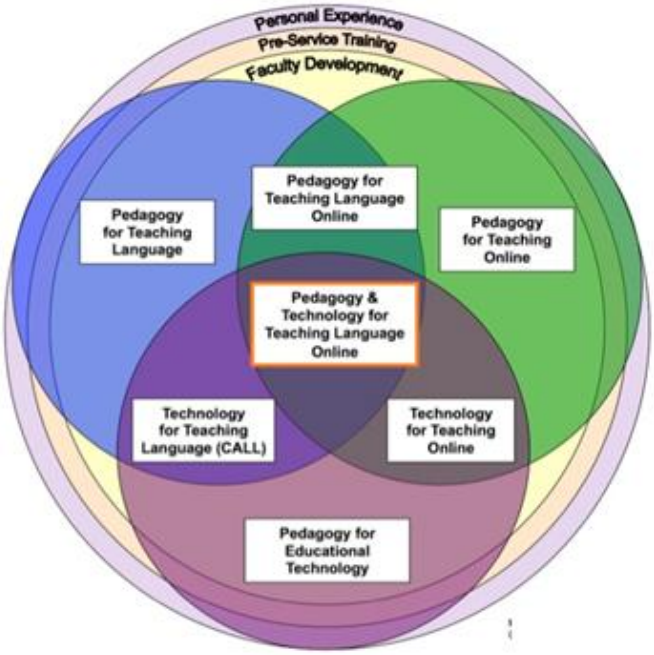


Figure 1. Challenges for Language Teaching

The methodology of FLT reasonably involve data from basic and related sciences in solving theoretical and practical issues of training, avoiding one-sided orientation to any one science [3]. Methodology as a science is based on the educational process, the components of which are: teaching activities of a teacher, organization of training (goals, content, methods, techniques and tools), educational activities of students. The approach to learning is a basic category in the methodology that gives an idea of the views of the language researcher and the language teacher, both on the language itself and on the ways of mastering it. It is a component of the language learning system, acts as the most general linguodidactic basis for language acquisition and gives an idea of the chosen knowledge strategy, which serves as the basis for the choice of teaching methods and techniques. Learning theory is a branch of pedagogy that studies the patterns of assimilation of knowledge, abilities and skills, functional training person to various types of activities, content, methods and organizational forms of teaching, the impact of the educational process on its participants [2]. The theory is considered in two aspects:

approaches and principles of teaching. A principle - is an instrumental expression of the pedagogical concept, of cognized laws and regularities, in the categories of activity, this knowledge about the goals, essence, content, structure of instruction, expressed in a form that allows using it as a regulative norm of practice.

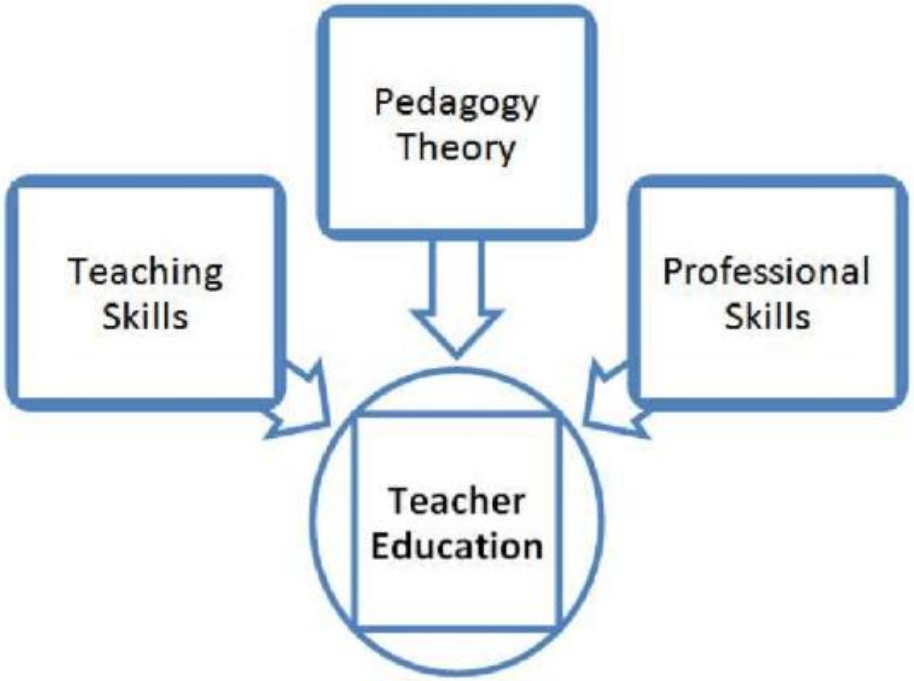


Figure 2. Components of Teacher Education

The study of methods concerns a detailed description and analysis of these processes. It includes evaluative aspects by comparing different methods. This way, it is assessed what advantages and disadvantages they have and for what research goals they may be used. These descriptions and evaluations depend on philosophical background assumptions. Examples are how to conceptualize the studied phenomena and what constitutes evidence for or against them. When understood in the widest sense, methodology also includes the discussion of these more abstract issues. Methodologies are traditionally divided into quantitative and qualitative research. Quantitative research is the main methodology of the natural sciences. It uses precise numerical measurements. Its goal is usually to find universal laws used to make predictions about future events. A few theorists reject methodology as a discipline in general. For example, some argue that it is useless since methods should be used rather than studied. Others hold that it is harmful because it restricts the freedom and creativity of researchers.



Figure 3. Leaning Areas in Research in Teacher Education Teaching and Learning Methodology

Methodologists often respond to these objections by claiming that a good methodology helps researchers arrive at reliable theories in an efficient way. The choice of method often matters since the same factual material can lead to different conclusions depending on one's method. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language [4]. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems.

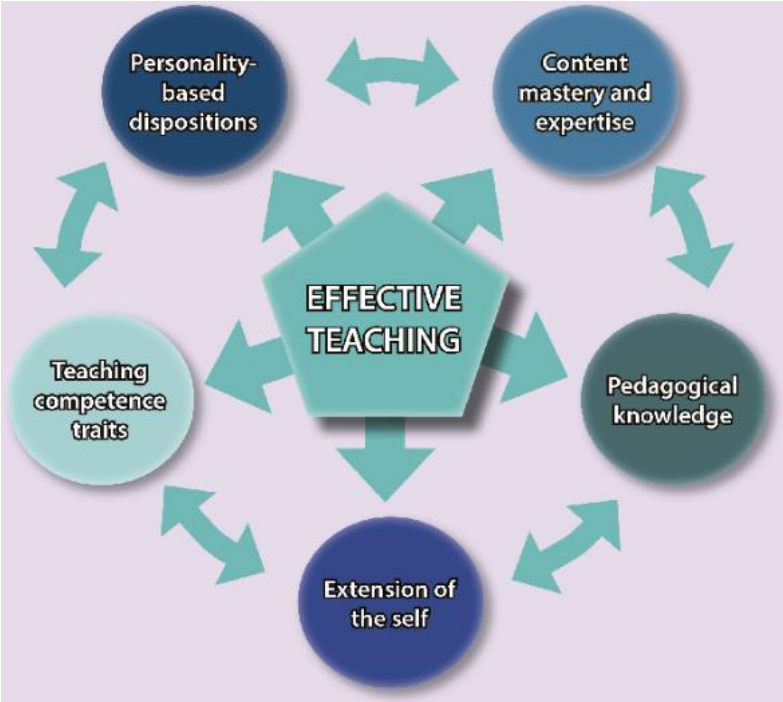


Figure 4. A Comprehensive Framework of Effective Teaching

Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies [5]. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process [6]. One of the most important demands for foreign language education reforms

nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms.

Conclusion. The teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages.

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