

# Project Work and its Importance in Learning English as a Second Language

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**Abstract--***the article deals with the importance of project work in organizing English lessons effectively and its peculiar features in learning process. The project method is becoming an important link in the educational technology. This method helps students to adapt to their lifestyle, develop independent, creative thinking skills. The importance of this method in teaching process is that students learn how to design their future lesson plans and develop projects to participate in various contests. They will learn to develop a technological map of how to organize theoretical and practical training, that is, to develop a detailed plan for how to conduct the lesson, and to plan their activities as a whole. At the same time, this method has its own peculiarities that must be taken into account. First, it is very difficult to apply this method on topics, subjects. The reasons for this problem are very different. They are difficult to solve within a single science. Second, not all students will be able to solve the problem by preparing a project. Thirdly, this method requires the teacher to have a deep knowledge, experience, continuous work, personal involvement in various projects.*

**Key words--***integrative competencies, design activities, technical design, personality-oriented training, information technology.*

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## I. INTRODUCTION

Based on the fact that the main characteristic of the competency-based approach is its clearly expressed practical orientation, it must be implemented with all available disciplinary and interdisciplinary means. In this regard, the use of innovative approaches to learning, aimed at the formation of integrative competencies, which could combine the theoretical, professional component of education, as well as influence the development of creative abilities of future specialists, is of particular importance. An important aspect of introducing a practice-oriented competency-based approach into the real educational process can be the use of project-based training for non-linguistic students.

Students' project activities are considered as the basis for the holistic interaction of a person with society and the technological environment (Matyash N.V., 2011). The implementation of the project is an integrative activity, as it combines various types of professionally oriented tasks. Thus, project activity is directly the process of project implementation with the achievement of a certain pre-planned and predicted result of student activity, as well as a way of manifesting a person's creative abilities, which consists in independent or group planning and development of a specific product of educational activity. As such a product, when learning a foreign language, for example, a

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report on the work done related to the development of new aspects of the language itself, as well as new computer programs to increase the efficiency of its development, can be made.

The project method, which is used equally well in both high school and high school, allows you to build the learning process taking into account the personal preferences and interests of students, contributing to the formation of self-control, teamwork skills, proper organization and planning of free time, as well as control of your work and work "Colleagues" on the project. Project training is of particular importance at the university, assuming a combination of theory and practice of vocational training with the aim of not only applying the theoretical knowledge gained in practice, developing skills and the implementation of professional activities, but also solving the difficulties encountered in practical activities within the educational process. Project training helps students to understand the essence of professionally oriented activities, and also helps to identify the missing knowledge that they will need to master. Note that the need for the formation of project competence is indicated in non-linguistic areas: project competence is organically included in the professional competence of bachelors, especially undergraduates.

While using the project method in the lesson, several goals can be achieved at once: to expand the vocabulary of students, to consolidate the studied lexical and grammatical material, to create a festive atmosphere in the lesson.

The variety of means of expressing meaning brings students to free creativity. This is a methodological find that is successful in simplicity - the key to building project tasks, where the language element is sparingly presented - to an advanced level, where it plays a leading role. At the same time, the project work has unique opportunities for truly communicative teaching of a foreign language, even when relying on minimal language material.

It is important to use methods that allow students to work independently in groups that encourage them to work harder and more confidently. When teaching the same, different methods should be used to control the received knowledge. It is also important to choose a method according to the sources of knowledge and skills required. When choosing a teaching method, it is important to consider the timing of the training. It is necessary to learn how to spend time on general subjects, including how much time it is devoted to, and of course, the material and technical basis and the organizational conditions of teaching. plays an important role.

Therefore, the teacher should devote more time to each subject, focusing on the key questions that need to be learned in order to achieve the goal, and then choose the method of study and plan it.

Mastering a foreign language in the process of project work gives students the true joy of learning, familiarizing themselves with a new culture. When performing design work, which can be presented orally and in writing, it is necessary to adhere to, in my opinion, the following recommendations:

Firstly, since project work enables students to express their own ideas, it is important not to control and regulate, it is advisable to encourage their independence.

Secondly, project work is mostly open, so there can be no clear plan for their implementation. In the process of fulfilling design tasks, some additional material can also be introduced.

Thirdly, most projects can be carried out by individual students, but the project will be as creative as possible if it is carried out in groups. This is especially important, for example, when selecting pictures for collages and other work of this kind. Some projects are carried out independently at home, some of the project tasks take part of the lesson, others take a whole lesson, so it is advisable to keep old magazines, scissors, and glue in the classroom. The third recommendation once again emphasizes the importance and effectiveness of educational collaboration.

The project is carried out according to a certain scheme:

### **1. Preparation for the project**

Starting to create a training project, a number of conditions should be observed:

- preliminary study of individual abilities, interests, life experience of each student;
- choose a project topic, formulate a problem, offer students an idea, discuss it with students.

### **2. Organization of project participants**

First, groups of students are formed, where each has its own task. By distributing responsibilities, the students' inclinations to logical reasoning, to the formation of conclusions, to the project work design are taken into account. When forming a group, they include students of different academic performance, and various social groups.

### **3. Project implementation**

This step is associated with the search for new, additional information, discussion of this information, and its documentation, the choice of methods for implementing the project (these can be drawings, crafts, posters, drawings, quizzes, etc.). Some projects are completed at home independently, while others requiring assistance from the teacher are created in the classroom. The main thing is not to suppress the guys' initiative, treats any idea with respect, create a situation of "success".

### **4. Presentation of the project**

All worked out, designed material should be presented to groupmates, to protect their work. To analyze the proposed teaching methodology, the ways of project implementation and presentation are important. So, students can have a special notebook only for projects. Projects can be carried out on separate sheets, forming an exhibition, installation. Groups can compete with each other. Project assignments are carefully graded so that students can complete them in English. Initially, a draft is encouraged, and then a clean draft.

### **5. Summing up the project work.**

The number of steps - stages from the adoption of a project idea to its presentation depends on its complexity.

Although technical design has its own distinctive specificity, it seems to us that it undoubtedly combines several group types of activities, including the use of IT, the development of design solutions, and the preparation and approval of technical tasks. Thus, the training project activities we offer in a foreign language imitate to some extent the real professional design activities for which undergraduates are preparing. The main unifying criterion of these two types of activities is a collective way of fulfilling project tasks, which can involve a wide range of personal qualities of project participants.

In connection with the above requirements, a generalization can be made that the skills of the implementation of project activities are an integral condition of modern higher education. Assessing the development of project training in Russia and abroad, it is worth noting that many authors (Matyash N.V., 2011 and others) agree, defining project training as comprehensive, contributing to the formation of knowledge, skills from various areas of human activity.

The use of personality-oriented learning (Akopova M. A., 2003) during the implementation of project activities contributes to the formation of creative thinking, responsibility, independence, activity in the learning process. One of the most important characteristics of a personality-oriented aspect in project training is the lack of strict control over the implementation of educational work by the teacher. In addition, project activity is one of the ways to implement personality-oriented training due to the fact that this type of training is most successfully implemented in small groups of students, in accordance with the conditions of organization and implementation of the project. Project training is a means of organizing educational and cognitive activities of students, it also contributes to the development of skills in using modern information technologies, as well as the versatility of education and personal growth of students in the aspect of the formation of their sociocultural competence.

Projects involve the activation of students: they must make presentations, videos, use the Internet, talk with other people, look for photographs and drawings, and even make notes on an audio cassette. And finally, students with different levels of language training can participate in the design work in accordance with their capabilities. For example, a student who does not speak English well enough can perfectly draw or skillfully use Internet resources.

The main task of education is the actual study of the surrounding life. Teacher and students go this way together, from project to project. The project, which is performed by the students, should arouse enthusiasm in them, draw them in, go from the heart. Any action performed individually, in a group, with the support of a teacher or other people, students must independently plan, execute, analyze and evaluate.

By telling others about themselves and the world around them in English, students discover the value of English as the language of international communication. They may find themselves in a situation where they need to describe their family or city to foreigners, and the project work prepares them for this.

When evaluating a finished project, one should pay attention not only to the correct use of the language. An important incentive for the development of the student's personality is the degree of their creativity and originality in the implementation of the project. First you need to check the draft work. So you can point out errors without correcting the finished work. If there are errors in the final version of the project, I correct them with a pencil or write them on a separate sheet of paper, and then the students decide for themselves whether they want to correct the final version of the work. Do not worry about mistakes; literacy can be assessed in other activities. It is easy to correct the mistakes of students in multimedia projects students are increasingly completing their projects on a computer. It is gratifying that the number of students who want to complete projects on a computer is growing every year.

The experience of working on the technology of the project methodology for several years allows us to analyze and give an answer to the question: "How does this technology affect learning a foreign language."

## II. CONCLUSION

Analyzing the practical experience of project development presented above, we can conclude that the use of the project method in the process of educating students can be included in real research activities aimed at obtaining real result.

In addition, the independent choice of the content and methods of activity contributes to the development of the emotional sphere of the personality, its abilities, inclinations, interests.

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