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## **THE PROJECT TECHNOLOGY (PROJECT METHOD) AS A TOOL OF THE EFFECTIVE AND QUALITY TEACHING OF A FOREIGN LANGUAGE IN THE CONDITIONS OF DISTANCE AND MIXED LEARNING**

***Анотація.** Нові правила навчання та викладання іноземних мов, продиктовані світовою пандемією, сприяли подальшому розвитку дистанційного опанування іноземної мови, зокрема за рахунок використання проектної технології (методу проектів) як засобу удосконалення безпосередньої взаємодії викладача та студента в умовах дистанційного та змішаного навчання.*

***Ключові слова:** метод проектів, викладання іноземної мови, дистанційне навчання, онлайн-навчання, проектна технологія*

Modern realities, the COVID-19 pandemic and the spread of network information technologies in particular, have significantly influenced the development of the educational process during the distance and mixed learning. In such a way the one of the main educational needs is the need for an effective information and interactive interaction between teachers and students.

At the same time, it is important for the students to have access to all the necessary materials and the ability to process them at a convenient time. Accordingly, the specifics of the presentation of educational material differ, which is especially relevant for teaching foreign languages, when the priority is the effective formation of skills and abilities to memorize lexical and grammatical structures and reproduce them through speaking, writing and listening.

The importance of solving complex methodological tasks during distance and mixed learning (those, which are related to the comprehensive mastery of learning technologies in the study of a foreign language in particular) is evidenced by a large number of scientific publications [1; 3; 4]. However, the mentioned researches of scientists consider the method of projects mostly as a way to differentiate educational tasks, without focusing on its advantages.

Project technology (project method) as learning through action means that a student or a group of students solves the task by combining different learning tools and methods as well as previously acquired knowledge and skills. The advantages of this method for the teacher are: the variability of topics and exercises, the possibility of simultaneous combination of problem and discussion approach to improve speech competencies and to make students not only use an active vocabulary but also a passive one while learning a foreign language (it should be noted that this is especially relevant for teaching non-language specialties). As for the advantages of this method for the students – they are also numerous (for example, the opportunity to express their own ideas and realize their creative potential at all stages of doing the task, including the presentation of the project).

It should be noted that project technology provides a relatively lower level of direct involvement of the teacher, who directs the activities of participants in the educational process, in the conditions of the distance or mixed learning. This actually means the strengthening of the students' research component of the activities when they access the methodological base (the necessary audio and video materials, forums, electronic textbooks and guidelines, materials created in the distance learning systems like Moodle, ILIAS, Google Classroom and other ones) as well as the development of the research skills and learning autonomy to present projects by creative understanding of the used materials and information technology at the end [2].

The use of modern information technology in educational processes during the distance or mixed learning, compared to traditional classroom classes, allows students not only to get continuous and round-the-clock access to educational materials on the proposed educational resources, but also to receive additional non-formal education (for example, this can be cycles of specialized courses in order to learn a foreign language).

Particular attention should be paid to the variability of the content and purpose of the projects offered to applicants in the process of learning a foreign

language. A wide range of task types may include [3]: Information and Research Projects; Role and Games Projects; Survey Projects; Creative Works etc.

The application and use of the project method provides a tangible incentive for participants of the educational process for the further self-improvement and improvement of skills of independent work, which is especially important when learning a foreign language as it contributes to the formation of a number of competencies such as: professional, speaking, educational one as well as the ability for the self-education.

To sum up all the information which was mentioned above, it should be noted that project technology (project method) as a tool of effective and high-quality foreign language teaching promotes the development of independent research skills of students during the distance and mixed learning as well as their involvement in discussing or solving problems and situations, developing students' creative competencies and ensuring that they make deeper their existing language competences by working with a variety of educational resources and programs offered for the use by the teacher during the distance or mixed learning.

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