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## USE OF PROJECT METHOD IN TEACHING FOREIGN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY

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*Abstract – at the present stage, the higher school sets the task of raising the intellectual level of development of future graduates who are able to freely communicate with representatives of other cultures in a foreign language.*

*Key words: foreign language, manager, vocational education, self-study, project methodology*

**Introduction.** Teaching students of non-linguistic universities a foreign language using a project methodology is one of the main tasks of a teacher. It is very important to provide students with an environment that will be as close as possible to the authentic use of the language for communication purposes. The project methodology allows you to achieve good results in the practical development of the language.

Under the project, we mean the joint activity of students and the teacher, united by a single theme and resulting in a foreign language speech activity, woven into the intellectual context of another activity.

Thus, we define project technology as a set of techniques and methods for organizing the process of joint activities of a teacher and students, which make it possible to put into practice research methods of teaching a foreign language, aimed at obtaining the final result in the course of the project.

**The main part.** The analysis of domestic and foreign studies made it possible to single out a number of essential characteristics of the design technology.

1. Pragmatic focus. The founder of the project technology was the teacher J. Dewey, who described the theoretical position as “learning by doing” - learning in practice. Students should know why certain knowledge is important to them, and for what specific tasks they can use it [1, с.94].

2. The complexity of the presentation of educational material. One of the requirements for the learning process, organized according to the project methodology, is the presence of an important problem in the research project. A problem is a practical or theoretical difficulty that the learner can solve only with the support of personal research work.

3. Activity planning. The implementation of this project implies its preparatory planning, on the one hand, by the teacher, on the other hand, by the teacher and students together.

4. Activities in cooperation. The work on the project is based on the idea of interaction and communication between students and the teacher, where the role of the teacher himself becomes the main one, and at the final stage - the partner one.

5. Group form of work. In the process of the general activity of trainees, the organization of their work in small groups is considered a necessary nuance, since this form of work implies the presence of more information, more creative potential in the process of finding ways to solve the problem.

6. Self-educational activity. The process of learning a foreign language, which is organized on the basis of a project methodology, makes it possible for students to create the necessary favorable conditions for independent work.

7. Research activities using the language being studied. The research nature of the project technology lies in the acquisition of the abilities of research work. The study of the problem of the project has the opportunity to take place both within the walls of the university and beyond. Students collect material, establish contacts with institutions, conduct interviews with museum staff, photograph objects, film material on video.

8. Focus on the final product. The implementation of the project ends with a demonstration of the final product in one form or another: a theatrical production, a video film, a report, a review, a magazine, a note, an exhibition.

9. Reflective self-assessment and self-monitoring. One of the key components of the project methodology is the involvement in independent activities of those teaching aids, materials and types of tasks that can help implement reflective self-assessment and self-monitoring by students at all stages of work on the project [3, p. 35].

There is a certain scheme according to which the process of working on a project is carried out. In this regard, it is worth listing the key stages: preparatory work, project implementation, presentation, discussion.

Let's consider the use of project technology on the topic “Job Interview” “Applying for a Job”. The following steps should be highlighted when working on this project topic:

1. For discussion, the problem of employment is proposed, which is relevant for students, since in a few months / years they will have to solve it in real life. The theme/problem, object of research, directions of work are determined.

2. Together with the teacher, students determine the final product of the project. They should be: a questionnaire for employment; bulletin of the employment office about the demand for professions in the city; a public opinion survey on the prestige of various professions (in the form of a diagram), an article in a youth newspaper with recommendations for interviewing; a small role-playing game about getting a job. Students are divided into working subgroups (teams) according to their interests and aptitudes.

3. Questions are discussed: 1. What information is needed to complete the project? 2. How and where can I get it? What is the role of each participant in the implementation of the project? How much time is given to collect information? and etc.

4. The teacher conducts a consultation related to possible language difficulties in collecting information.

5. Students collect information. One of the teams visits the city's employment office; the second team conducts a survey of students from other groups about the prestige of various professions; the third team collects information about the content of the questionnaire when applying for a job (using the Internet, print media); the fourth team finds out by questioning how to behave during the interview.

6. Students systematize and analyze the information received. Teams weigh the value of the collected information, exclude secondary information and not relevant to the chains of the project. The most valuable information is selected.

7. The teacher prepares students to participate in the culminating activity, attracts language tools that will help students in the presentation of the final product (pronunciation correction, editing, processing of written materials, etc.)

8. Students present the final product: the first team - questionnaires for hiring: a) flight attendants, b) programmer; the second command is the bulletin of the employment office with a list of the most demanded professions and an oral analysis of its content; the third team - in the form of a diagram with a commentary, presents the data of a "sociological survey" on the prestige of various professions; the fourth team submits an article for a youth newspaper with recommendations on behavior during the interview. This is followed by a short role play about "hiring a young professional". In this case, all the information received is taken into account.

The main advantages of using the project method in foreign language classes are:

- work on the project is connected with the previous work on the topic and is considered its natural completion;
- this method promotes the development of skills and abilities of speaking, reading and writing, listening comprehension, and also helps to learn how to work in a team, discuss various issues, and draw conclusions;
- a foreign language can be used by students in different situations with the help of this method;
- allows students to work independently on the project;
- gives you the opportunity to get clear results and includes self-assessment of your work and assessment of your fellow students and the teacher;

The main disadvantages of this method are:

- there is difficulty in conducting consultations;
- it is very difficult to control the use of a foreign language in the process of students' independent work on projects.

**Conclusion.** Thus, project work has a huge potential in teaching foreign languages. At present, teaching aids alone, including computer technologies, are not enough to enhance the activities of students. The work on the project gives the study of a foreign language the uniqueness of the novelty of discovery and creativity, helps to increase the motivation of students, initiates their speech-thinking activity, and is considered an indispensable condition for the formation of sociocultural competence among students.

The project method maximizes a creative potential of the individual. Favorable conditions contribute to the development of students, creative imagination, imagination. Students develop various kinds of independent learning skills: an ability to explore, analyze, compare and argue. And also work on the project makes it possible to improve an ability to present the project itself.

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