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ORGANIZING STUDENTS' INDEPENDENT WORK BY THE PROJECT ACTIVITY

В статье рассматриваются возможности реализации проектной деятельности для организации самостоятельной работы студентов. Приводится четкий алгоритм создания проекта, анализируются проблемы, с которыми столкнулись студенты при использовании данной технологии.

The article considers the possibilities of implementing the project activity for organizing students' independent work. A clear algorithm for project creating is given, the problems that the students encountered while using this technology are analyzed.

Ключевые слова: проектная деятельность, самостоятельная работа, доклад, презентация

Keywords: project activity, independent work, report, presentation

Nowadays the learning process undergoes significant changes due to the introduction of new educational standards. As a result the problem of the revitalization of independent work has become very important.

Self-study is a part of the learning process and can be defined as targeted systematic knowledge acquisition activities, carried out outside the university. The main feature of the independent work is achieving individual results. It presupposes the implementation of various tasks on the discipline program. Since students doing independent work can face some difficulties, the teacher has to provide teaching and learning materials, recommendations on the organization, planning and control of students' independent work [1, 210].

The way of realizing independent activity is the project method. The project method is successfully used in teaching. By definition of E.S. Polat: 'This technology involves a combination of research, search, problem methods, creative in their very essence' [2]. Project activity always has a common goal, conventional methods and aims to achieve the overall result [3, 266].

Hence freshmen and the second-year students of the faculty of Mathematics and Mechanics were suggested working on the project "First steps to science". This project is extremely relevant within the bachelor's program, since it is a preparatory stage for the implementation of scientific activities in master's degree program and postgraduate studies. The goal of the project is the formation of communicative competence and research skills

necessary for solving social and communicative tasks in various areas of cultural, professional and scientific activities in a situation of intercultural communication, as well as the development of academic autonomy and the ability to self-education.

Moreover, “First steps to science” is a part of the annual scientific and practical conference “Science Kaleidoscope” held by the Department of English and Intercultural Communication at the Faculty of Foreign Languages and Language Teaching Methods. In particular, this conference has various panel discussions such as: Physics and Nanotechnology, Computer Science & Information Technologies, Economics and Management, Mathematics, Chemistry, Geology, Nonlinear Processes [4]. “Science Kaleidoscope” is a first step in students’ way to make reports on global scientific problems in their sphere and to present their research achievements in the English language. Students have a choice to make an oral or poster presentation which has its peculiarities [5], [6].

Projects are carried out by students alone or in groups. To implement the project, students need to be provided with informational support and Internet resources. It is assumed that the students will carry out the main part of the work independently, and the teacher organizes the cognitive activity of the students, consults them as an expert.

The project includes a number of specific stages:

1. Information search;
2. Phased search with intermediate results;
3. Analytical work on the collected facts, research methods (statistical, experimental etc.);
4. Adjustment of the initial direction (if required);
5. Further search for information on the specified directions;
6. Analysis of new facts;
7. Generalization;
8. Conclusions;
9. Presentation of the results (discussion, editing, presentation, external evaluation).

From the first up to the fifth stage students work together on the topic selected by them, study reference books and use the web resources. Students select the topics for their reports by themselves taking into account the last tendencies in the field of training. For instance, last year most talks were devoted to robots, social media, neurocomputers and neural

networks, IoT(Internet of Things), design patterns and software architecture, machine learning.

At the sixth and the seventh stage each project participant is engaged in the material analysis and assessment. At the final stage, students make an oral report on the work done in the form of a presentation of the results, taking into account that the prepared report is not only a means of expression, but also a means of influence.

The project is evaluated according to the following criteria:

1. Lexical and grammatical design of speech.
2. Content of the project.
3. Form of the project presentation.
4. Participation in the discussion on the given projects.

The results of the project varied between different students. Most of them made their reports brilliantly and were awarded with certificates. Some of them failed having formally performed the task.

Most of the students' failures were caused not only by bad report preparation but also by ignoring teacher recommendations on how to make a presentation profitable and effective. Creating a multimedia presentation in Microsoft PowerPoint is not a new way of results presentation, however, it justifies its popularity as it is easy to use, has a small set of widely available technical means, the possibility to systematize and visualize practically any information for the audience. However, all these advantages of the presentation are needed to be effectively used. Inexperience and carelessness can ruin any public speaking. It turns out to be a challenge for the freshmen and the second-year students to follow logical sequence, use appropriate visuals, avoid spelling and grammar errors and mind precise pronunciation while speaking in a clear voice.

Some students seem to be unaware of the fact that their presentations should meet the requirements of a certain level of formality. The presentation provides an opportunity to visualize innovative ideas, designs and plans. It is the result of students' independent work with the help of which they clearly demonstrate the materials of public speaking to an audience. The presentation is not intended for autonomous use; it should only help the speaker during his/her speech, correctly set accents. It shouldn't be complicated and overloaded with the text, statistical data and graphic images; the text shouldn't be read on

slides. The speaker's speech should complement, describe, but not retell, the information presented on slides. Over usage of specific terminology and an attempt to cover too many points in one piece leads to audience confusion. An essential tool that is sometimes misused is visuals, as some students tend to put all the information they want to share on the slides while still reading pieces of it from their notes. The visuals should be the outline of the speech, not its complete repetition.

Giving a speech, students develop public speaking skills, the ability to structure, clearly state information and the ability to answer questions. Taking into consideration these aspects it seemed necessary to organize the additional seminar for students on preparing to deliver an oral presentation and teaching them how to present a project in public.

Since the simple reproduction of acquired knowledge in the process of classroom studies is no longer enough for the development of students' independent critical thinking, an active cognitive attitude is needed. Therefore, the introduction of project activities allows activating independent activities. The interactions of students with each other, work with the material have an educational character. The teacher acts only as one of the many sources of information, organizing, but not heading the independent cognitive activity of students. Work on such a task is not limited by the scope of the classroom; it presupposes the research and educational community of students and lecturers increasing the motivation, interest and efficiency of its members [7, 84].

Organizing students' independent work by the project activity increases the motivation and interest of students, allows them to independently plan their own activities, helps to increase the degree of student autonomy.

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МЕТОД ПРОЕКТОВ КАК ВИД САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

THE METHOD OF PROJECTS AS A FORM OF STUDENTS' UNAIDED WORK

В статье рассматривается проблема организации самостоятельной работы учащихся старших классов и описывается метод проектов как вид самостоятельной работы, активизирующий творческую деятельность обучающихся и способствующий улучшению навыков говорения на английском языке.

The article deals with the problem of organization of senior students' unaided work and examines the method of projects as a form of students' unaided work, stimulating their creative activity and contributing to improving communicative competence.

Ключевые слова: обучение учащихся старших классов, активизация творческого потенциала, метод проектов.

Keywords: teaching senior students', stimulation creative activity, method of projects.

Изменения, происходящие в мире и в обществе в XXI веке, привели к переосмыслению и изменению учебного плана. Современные учебные программы по школьным предметам, в том числе и по иностранному языку, содержат требование воспитывать у обучающихся самостоятельность и формировать умение учиться [1, 67]. Основополагающей компетенцией является самостоятельность. В настоящее время