

Kurlishchuk I.I. Project-based learning in teaching as a foreign language in Ukrainian primary schools/ Kurlishchuk Inna Ivanivna// Гуманітарний вісник ДВНЗ «Переяслав – Хмельницький державний педагогічний університет імені Григорія Сковороди» - Додаток 3 до Вип. 36, Том II (18). – К.: Гнозис, 2016. – С. 49 – 54.

PROJECT-BASED LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN UKRAINIAN PRIMARY SCHOOLS

Kurlishchuk Inna Ivanivna

Candidate of Pedagogic Sciences

Assistant Professor at the Department of Pedagogic

Luhansk Taras Shevchenko National University

Ukraine, Starobilsk

ПРОЕКТНА ТЕХНОЛОГІЯ У НАВЧАННІ АНГЛІЙСЬКІЙ МОВІ ЯК ІНОЗЕМНІЙ У СИСТЕМІ УКРАЇНСЬКОЇ ПОЧАТКОВОЇ ОСВІТИ

Курліщук Інна Іванівна

кандидат педагогічних наук

доцент кафедри педагогіки

Луганський національний університет імені Тараса Шевченка

Україна, м. Старобільськ

ПРОЕКТНАЯ ТЕХНОЛОГИЯ В ОБУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО В СИСТЕМЕ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

Курлищук Инна Ивановна

кандидат педагогических наук

доцент кафедры педагогики

Луганский национальный университет имени Тараса Шевченко

Украина, г. Старобельск

The article deals with the problem of Project-Based Learning at foreign language lessons. The importance and effectiveness of its using in primary school are considered. According to the author's opinion the implementation of Project-Based Learning for studying foreign language in primary school allows to improve the learning process, increase junior pupils' motivation and develop their creative and independent productive learning abilities. It is possible to use different types of projects in learning English in primary education. Among them are: creative, role play, informative and practice-oriented projects. It can be personal, pair or group projects. According to the duration of the project they can be divided into such groups as short-term, middle-term or long-term projects. The author defines the peculiarities of Project-Based Learning at English lessons in Ukrainian primary school.

Keywords: *Project-Based Learning, primary school, junior students, English lessons*

У статті розглядаються основні аспекти використання проектної технології навчання на уроках іноземної (англійської) мови в сучасній українській початковій школі. Доведено, що використання цієї технології дозволяє поліпшити процес навчання, підвищити мотивацію молодших школярів, розвивати їх творчі здібності, виробляти навички самостійного навчання.

Ключові слова: *проектна технологія навчання, початкова школа, молодші школярі, уроки англійської мови*

В статье рассматриваются основные аспекты использования проектной технологии обучения на уроках иностранного (английского) языка в современной украинской начальной школе. Доказано, что использование этой технологии позволяет улучшить процесс обучения, повысить мотивацию младших школьников, развивать их творческие способности, вырабатывать навыки самостоятельного обучения.

Ключевые слова: *проектная технология обучения, начальная школа, младшие школьники, уроки английского языка*

The problem definition in a general aspect and its relation to important scientific tasks. Nowadays modern Ukrainian pedagogy stimulates open and flexible learning, which main task is up-bringing the highly-educated,

independent, free, tolerant and creative person. The goal of modern education is individual development of each person in the new global world. So, education has taken a serious transformation because of new technologies. The amount of knowledge is continually increasing and students are no longer conformed to be information receivers, they intend to act as information managers. That's why the state system of education is person-centered and focuses on the main aspects of problem of optimizing learning.

The process of globalization became the dominant trend of modern world. Our generation builds a mobile and progressive information society. It is a continuous and open-ended process. The process of integration is the main part of our everyday life.

Ukraine is integrating into the world community and the problem of learning foreign languages, especially English, is urgent. To know English is necessary for every educated person. In recent years, the issue of the application of modern technologies in teaching English is becoming increasingly important. The main goal of such researches is to find effective technology in order to improve the quality of teaching English, the formation and development of students' speaking skills and communicative culture in general. The teacher's tasks are to create the special conditions for learning foreign language that would enable every student to demonstrate their personal activity. The use of Project-Based Learning (PBL) can solve the problem.

The analysis of the recent researches and publications in which the resolution of the given problems commenced and to which the author refers to. In recent years, scholars and educators across Ukraine and around the world interested in Project-Based Learning. PBL as a dynamic classroom approach in which students actively explore real-world problems and acquire a deeper knowledge covered in the works of such foreign and native scholars as I.Bim, I. Chechel, L. Fried-Booth, T. Hutchinson, M. Knoll, T. Markham,

J. Pellegrino, Ye. Polat, F. Stoller, I. Zymnia and others. Using Project-Based Learning in studying English as a foreign language paying much attention to such scholars as N. Abysheva, T. Dusheina, N. Kondratova, R. Levine, O. Pata, F. Stoller O. Tsymbala and others.

Emphasizing of previously not defined parts of the general problems to which this article is dedicated. Analysis of the work above authors shows that they contain a wealth of theoretical and empirical material which is the foundation of the study of Project-Based Learning in general. Nevertheless, a number of aspects of the problem remained uncovered. First of all, it concerns the peculiarities of using PBL in teaching English as the second language at Primary School in Ukraine.

The main objective of the study is to determine and analyze the modern trends of using Project-Based Learning Technology in Ukrainian primary educational system. The second objective is to substantiate the effectiveness of using PBL in teaching English as the second language at Primary School.

The presentation of the main material research with the justification of the scientific results. Project-Based Learning, also discussed under headings like project work, project approach, and project method, is one of the most widely-developed teaching methods. It is a form of person-centered learning and gives students the opportunity to explore problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts.

Project-Based Learning is a teaching technology in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge [1].

According to J. Pellegrino and M. Hilton's opinions [3], Project-Based Learning (PBL) is rooted in the progressive education movement, which

advocated for more student-centered and experiential approaches to education that support deeper learning through active exploration of real-world problems and challenges.

PBL ‘integrates knowing and doing’ and “refocuses education on the student, not the curriculum, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience” [2]. This is done through learning and applying what students already know to solve real problems and produce solutions or answers that matter.

Analysis a quite number of works devoted to the problem of Project-Based Learning shows that PBL applies across disciplines, it consistently emphasizes active, student-directed learning. Projects give students a real-world context for learning and offer them choice and voice, personalizing the learning experience.

Summarizing the opinions of a number of scholars (N.Abysheva, V.Davydov, T. Dusheina, D. Elkonin, M. Knoll, T. Markham, J.Thomas etc.) noticed that the implementation of the Project-Based Learning was based on the following pedagogical principles:

- a) promotion of manual activity instead of memorization and verbalism;
- b) free choice of project topic that is mean that the students should be free to select the topic and execute the work according to their will and wish, interest, attitude and capacity;
- c) exploitation of facts relating to the immediate reality as a source for learning;
- d) learners’ active participation in the learning process;
- e) provision of equal opportunities to all students;
- f) providing teacher’ support. The teacher sets deadlines, helps students figure out the steps to create their project, and offers continual feedback;

g) principle of social development - a good project focuses society needs, social development, and usefulness to the society.

Let's talk about main features of Project-Based Learning strategies. Project-Based Learning encompasses a broad range of activities that give reign to person's natural curiosity. Projects offer students choice and voice, personalizing the learning experience. So, strong personal motivation is another feature of Project-Based Learning strategy. Work with projects help students learn how to work independently and in teams. They gain communication and leadership skills as well as adapt to the social life. Generally speaking, today's students must be able to navigate in a modern informational world. And PBL offers them wide opportunities to make sense of information from different spheres of human activities and to expand on it with their own contributions. The aim of Project-Based Learning is to give deep knowledge about how to solve problems, work collaboratively, and think innovatively.

I'd like to pay your attention to the problem of primary school-aged children psychological and pedagogical characteristic. This age takes a special place in psychological and educational development of a child because in this age mastered learning activities, formed the arbitrariness of mental functions, there are reflection, self-control, and the actions begin to relate to the internal plan. Primary school-aged children are interested in communication with peers and adults; they are ready to study foreign language and practice it in everyday situations as well. Pupils do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity. Learning activity is one of the most important factors influencing the formation of self-esteem of children of primary school age, so primary school teacher should use efficient technology of teaching, Project-Based Learning particularly.

It is possible to use different types of projects in learning English in primary education. Among them are: creative, role play, informative and practice-oriented projects. It can be personal, pair or group projects. According to the duration of the project they can be divided into such groups as short-term, middle-term or long-term projects.

When we speak about primary school-aged children the projects can be like “My Family”, “Let me introduce myself”, “My toys”, “My friend”, “My favourite animal”, “Seasons”, “Food and drinks”, “My House/ My Flat”, “My room” etc.

These projects involved:

- collecting information
- colouring
- cutting out pictures
- drawing pictures
- arranging texts and visuals
- writing stories
- presenting information in poster format

For example, working on topic “My family” junior school-aged children like to create a family tree, or write and draw a story about a weekend day, or making a photo poster about their family traditions, holidays and so on. It should be noted that parents are often involved in creating projects.

Generally speaking, working on projects, mentioned above, primary students have an opportunity to practice and learn English language and at the same time they gain a lot of new information and develop various important skills. For example, while preparing projects called “My favourite animal” and “My pet” junior students develop such skills as finding and collecting information about habitat of different wild animals, their physical

characteristics, behavior and lifestyle; creating posters, arranging texts and visuals, presenting information in different visual and verbal forms and self assessing.

Group project “Seasons” are very interesting and it integrates with such topics as “Weather”, “Holidays”, “Clothes”. The teacher can divide students into four groups and asks to present one of four seasons of the year. Students have possibility to create posters, draw pictures, observe and summarize in tables weather conditions during the period of their observations. For each season, students can prepare presentation about holidays. Be sure to include multicultural holidays.

It is useful to discuss with the class the appropriate clothing for each season. Junior students can make a model of cloth shop or use dress-up clothes. Teacher can propose students to play dress-up and put on some of the dress-up clothes that they prepared in advance. Teacher might to divide students into groups and have some try on warm-weather clothes while others try on the cold-weather clothes. Students have to guess what season they’re dressing for.

Projects “Food”, “Fruit and vegetables”, “At the party”, “In the cafe” etc. give junior students the possibility to participate in conversations in which food and drinks are ordered, as well as to describe food and drinks that they know and like, and learn about food and drinks of other countries.

So, projects are aimed for the decision of a number of objectives. Among them are:

Educational:

- to widen scope on the topics;
- to improve creative and logical thinking;
- to extend active vocabulary;

Developing:

- to develop cognitive and creative skills;
- to use prior knowledge on the topics;
- to train information collection skills;
- to develop speaking skills;

Educative:

- to foster curiosity;
- to improve the power of observation;
- to improve the stability of attention and to develop attention skills in general.

Project-Based Learning helps junior students to learn how to work independently in the process of studying a foreign (English) language. Projects give students a real-world context for learning, creating a strong motivation. And we fully agree with the view that Project-Based Learning provides opportunities for “the natural integration of language skills”[4].

Conclusions. Project-Based Learning is the 21st century language teaching technology. The importance and effectiveness of its using in teaching English as a foreign language in Ukrainian primary school are considered. It provides a unique opportunity to help junior students to practice critical and logical thinking, collaboration, communication, to develop and improve their attention, power of observation and creativity. When schoolchildren are involved in planning and steering projects, they have enhanced motivation and are more invested in the process of learning a foreign language. Among the main benefits of Project-Based Learning in teaching English in primary school are: active role of a student (Project work is very personal. Every student is engaged in the process of learning and provides real-world relevance for learning); growth in self-reliance, and improved attitudes toward learning (students take greater responsibility for their own order thinking, problem-solving,

collaborating, and communicating); development the success skills for further studying (in projects, students learn to work initiatives and responsibly, to solve problems, and manage themselves effectively); making learning English more natural, enjoyable and rewarding for junior students (personal and team projects engage students' hearts and minds. They have the opportunity to use language in a relatively natural context).

So, Project-Based Learning in teaching English as a foreign language in primary school allows create language environment and real-life situation at English lessons. It assists to harmonious junior students' development, promotes motivation in studying English and improves the results of learning.

References

1. **Buck Institute for Education** (2012). Project-based learning for the 21st century. Retrieved November 30, 2012, from http://www.bie.org/about/what_is_pbl.
2. **Markham, T.** (2011). Project based learning: A bridge just far enough. *Teacher Librarian*. 39, 38–42.
3. **Pellegrino, J. W., & Hilton, M. L.** (Eds.). (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington, DC: National Academies Press
4. **Stoller, F. (2006).** Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In Beckett, G., H. & P. C. Miller (Eds.), *Project-Based Second and Foreign Language education: past, present, and future* (pp. 19-40). Greenwich, Connecticut: Information Age Publishing