

http://eip.org.ua/docs/EP_06_2_09_uk.pdf. (data zvernennya: 05.02.2019).

3. Yermilov, S. F., Geyec, V. M., Yashenko, Y. P., Grigorovskij, V. V., Lir, V. E. ta in. (2009). *Energoefektivnist yak resurs innovacijnogo rozvitku: Nacionalna dopovid pro stan ta perspektivi realizaciji derzhavnoi politiki energoefektivnosti u 2008*. [Energy Efficiency as a Resource of Innovation Development: National Report on the Status and Prospects of Implementation of the State Energy Efficiency Policy in 2008]. Kyiv.

4. Zhovtyanskij, V. A. (2006). *Strategiya energozberezheniya v Ukraini: Analitichno-dovidkovi materialy v 2 t*. [Energy saving strategy in Ukraine]. Kyiv.

5. Zhovtyanskij, V. A. (2006). *Strategiya energozberezheniya v Ukraini: Analitichno-dovidkovi materialy v 2 t*. [Energy saving strategy in Ukraine]. Kyiv.

6. Mica, N. V. (2011). *Sutnist ta problemi energozberezheniya v Ukraini: Stalij rozvitok ekonomiki*. [The essence and problems of energy saving in Ukraine: Sustainable development of the economy]. Kyiv.

7. *Pro energozberezheniya: Zakon Ukraini vid 1.07.1994 r. Vidomosti Verhovnoyi Radi Ukraini. 1994. №30. 283*. [On Energy Conservation: The Law

of Ukraine of 1.07.1994. Information from the Verkhovna Rada of Ukraine. 1994]. Kyiv.

ВІДОМОСТІ ПРО АВТОРА

БАГРІЙ Ганна Вікторівна – викладач електротехнічних дисциплін Індустріального коледжу Державного вищого навчального закладу «Український державний хіміко-технологічний університет»

Наукові інтереси: методика навчання електротехнічних дисциплін у вищій школі; формування професійної компетентності фахівців в сфері енергозбереження та енергоефективних технологій.

INFORMATION ABOUT THE AUTHOR

BAGRY Anna Victorivna – Lecturer of Electrical Engineering Disciplines of the Industrial College of the State Higher Educational Institution «Ukrainian State University of chemical-technology».

Circle of scientific interests: methods of training of electrotechnical disciplines in higher school; formation of professional competence of experts in the sphere of energy saving and energy efficient technologies.

Стаття надійшла до редакції 28.04.2019 р.

UDK 378.091.2'373.57

IVANENKO Nadiya Victorivna – PhD, Associate Professor of the English Language and Methods of its Teaching Chair, Vice Dean of the Faculty of Foreign Languages, Kirovohrad State Pedagogical University named after V. Vynnychenko
<https://orcid.org/0000-0001-9570-3320>
e-mail: naviva2000@yahoo.com

PROJECT-BASED LEARNING AS A WAY TO INCORPORATE EFFECTIVE FOREIGN LANGUAGE TEACHING

Formulation and justification of the relevance of the problem. In recent years, many researchers have come to the realization that all learning is social and that concepts are meaningful only when linked to other concepts and ideas. Knowledge itself is structured and learners are able to make rapid steps over if they can recognize basic ways knowledge is organized. But the manner in which knowledge is exchanged depends on approaches, which are conventionally structured ways of organizing process. The practices through which knowledge is created help learners generate rapid and accurate expectations, access the new information, and allow for efficient communication of findings.

Analysis of recent research and

publications. Many researchers have argued convincingly that increased awareness of a practice can help learners understand the subject matter itself. This is one reason it is often difficult if not impossible to divorce language from content. Theme-based language instruction structures the classes around topics or themes. Unlike regular content courses, which tend to focus on reading or listening, theme-based instruction integrates the four skills in a variety of activities linked to the topic.

In today's educational environment, students are expected to collaborate, think critically, and work together to develop innovative projects and answers to complex questions. In recent years, increasing numbers of language educators have turned to content-based

instruction and project work to promote meaningful student engagement with language and content learning. Project work has been described by a number of language educators, including B. Alan, G. Beckett, D. Fried-Booth, Henry, S. Haines, O. Supe, A. Kaupuzs, T. Slater, F. Stroller.

Through content-based instruction, learners develop language skills while simultaneously becoming more knowledgeable citizens of the world. By integrating project work into content-based classrooms, educators create vibrant learning environments that require active student involvement, stimulate higher level thinking skills, and give students responsibility for their own learning. When incorporating project work into content-based classrooms, instructors distance themselves from teacher dominated instruction and move towards creating a student community of inquiry involving authentic communication, cooperative learning, collaboration, and problem-solving.

Content-based instruction has been used in a variety of language learning contexts for a few last decades, through popularity and wider applicability have increased dramatically in the past years. There are numerous practical futures of CBI which make it an appealing approach to language instruction. In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills: reading, writing, listening and speaking.

The purpose of the article. This article focuses on ways of helping learners recognize the links between language and content through content-based instruction. It provides a rationale for content-based instruction and demonstrate how project work can be integrated into content-based classrooms. We will then outline the primary characteristics of project work, introduce project work in its various configurations, and present practical guidelines for sequencing and developing a project. It is the purpose of this article to illustrate how project work represents much more than pure group work and that language teachers and teacher educators will be able to adapt the ideas presented here to enhance their classroom instructions.

The main material of the study. The interrelated areas of education contain understandings, values, skills, and processes which provide a foundation for learning in all subjects and help students to become effective

learners both within and outside of the formal educational system. Communication focuses upon the language demands of each of the related areas of study. It is based on the recognition that language is central to learning in all areas of study. Critical and creative thinking, as a common essential learning, is intended to better develop students' abilities to create and to evaluate ideas, processes, experiences, and objects. It requires that students and teachers learn to generate, to publicly defend, and to change when necessary, their criteria for evaluation. The creation of greater self-awareness is an important component of this area.

Project-based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Learning outside the classroom is an essential element of citizenship education since students are expected to engage with their local community and develop knowledge and awareness of the wider world. Project work teaches and tests higher cognitive skills, gives the student a measure of responsibility and allows for the application of knowledge. In open learning situations, however, it is often viewed as problematic, primarily because of the close supervision traditionally associated with this kind of study. Project-based learning prepares students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit.

Independent learning focuses upon criterion of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners. It will require instructional methods that incorporate, among other things, resource-based learning projects, independent research, and the explicit teaching of study skills, and that offer students opportunities to choose from a range of assignments and activities.

Personal and social values and skills area examines the personal, moral, social, and cultural aspects of each subject and of the total educational environment. It reflects a concern with the development of responsible and compassionate individuals who are both self-reliant and able to work cooperatively as part of a group and with other groups. The inclusion of content and activities leading to increased cultural understanding is also an aspect of this common essential learning.

Content-based approach employs authentic reading materials which require students not only

to understand information but to interpret and evaluate it as well. It provides a platform on which students respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter.

Some language professionals equate project work with in-class group work, cooperative learning, or more elaborate task-based activities. We view project work as much wider means to promote language content. Project-based learning should be viewed as a versatile vehicle for full integrated language and content learning, making it a viable option for language educators working in a variety of instructional settings including general English, English for academic purposes, English for specific purposes, and English for vocational / professional purposes, in addition to pre-service and in-service teacher training. Project work is viewed by most of its advocates 'not as a replacement for other teaching methods but rather as 'an approach to learning which complements mainstream methods and which can be used with almost all levels, ages, and abilities of students [6].

In classrooms where a commitment has been made to content learning as well as language learning, project work particularly effective because it represents a natural extension of what is already taking place in class. So, for example, in a general English class with first-year students structured around the environmental topics, a project which involves the development of poster displays suggesting ways in which the students' department / university might engage in more environmentally sound practices would be a natural outcome of the content and language learning activities taking place in class. In a topic focusing on going around the city, the development of a promotional brochure or website highlighting points of interest in the students' home town is a natural outgrowth of the curriculum. In the module focusing on cities in English-speaking countries, students create public bulletin board displays with pictorial and written information on targeted cities. Studying international law with fourth-year students, a written report comparing and contrasting the British / American and Ukrainian legal systems represents meaningful project that allows for the synthesis, analysis, and evaluation content.

Communication creates opportunities for students to express their ideas in a variety of

ways, allowing them to learn from each others' experiences and to demonstrate their actual understanding (as through discussions, interviews, art work or book making). It is essential a teacher introduces students to various strategies to help them relate and understand concepts or story parts such as role-playing, story or concepts maps, outlines, or sequencing and categorizing tasks. A teacher encourages students to use expressive language (spoke, written, and actions and gestures) to explore their ideas, opinions and feelings. He also provides opportunities for students to reflect on their ideas and assignments through questioning, discussion and writing. The design of a class or exercises allow the possibilities and acceptance of various answers and explanations.

Critical and creative thinking maintains students' imaginative responses and personal interpretations. It guides students' analysis of information from a variety of resources to deepen their understanding of the topic being explored.

Independent learning stimulates the use of a variety of English language and cultural resources such as newspapers and magazine articles, library resources, field trips, audio-visual materials, and resource people. A teacher plans experiences that lead to choice, independent exploration, and research encouraging students to share their personal experiences to discover the relationships between their previous knowledge and their class experiences.

The area of personal and social values and skills helps to explore varied cultural content to foster greater understanding and appreciation of various cultures and develop an awareness of discrimination or unfairness when present. A teacher tries to model and emboldens tolerant responses to the ideas, comments, and creative expressions of others which provides opportunities for students to learn in cooperative groups.

Project work is equally effective in teacher training courses. Thus, in a course on material development, a student-generated handbook comprising generic exercises for language skills practice at different levels of English proficiency represents a useful and practical project that can be used later as a teacher-reference tool. The hands on-experience that the teachers-in-training have with project-based learning could, in turn, transfer to their own lesson planning in the future. These examples from our practice represent only some of the possibilities available to teachers and students when incorporating project work into content-based curricula.

Project work has been approached from

different perspectives, though, in its various configurations, it shares the following features: Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to projects. Project work is student centered, though the teacher plays a major role in offering support and guidance throughout the process. Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as class to complete a project, sharing resources, ideas, and expertise along the way. Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks. Project work culminates in an end product (e.g. an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with the opportunities to focus on fluency and accuracy at different project-work stages. Project work is potentially motivating, stimulating, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

Though similar in many ways, project work can take on diverse configurations. The most suitable format for a given context depends on a variety of factors including curricular objectives, course expectations, students' proficiency level, student interests, time constraints, and availability of materials. A review of different types of projects will demonstrate the scope, versatility, and adaptability of project work.

Projects differ in the degree to which the teacher and students decide on the nature and sequencing of project-related activities, as demonstrated by three types of projects proposed by J. Henry [5, p.39]: a) *structured projects* are determined, specified, and organized by the teacher in terms of topic, materials, methodology, and presentation; b) *unstructured projects* are defined largely by students themselves; c) *semi-structured projects* are defined and organized in part by the teacher and in part by students.

Projects can be linked to real-world concerns (e.g., when students of the Faculty of Foreign Languages of CUSPU created a book with photos and text based on interviews with groupmates introducing their group to the staff and students of the whole faculty). Projects can

also be linked to simulated real-world issues (e.g., when students staged a debate on pros and cons of living in a house / flat). Projects can also be tied to student interests with or without real-world significance (e.g., when students planned an excursion to the city center where they conducted extensive interviews and videotaping of foreign tourists and native inhabitants of the city).

Projects can also differ in data collection techniques and sources of information as demonstrated by these projects types: *research projects* necessitate the gathering of information through library and online research. Similarly, text projects involve encounters with 'texts' (e.g., literature, news media, reports, video and audio material, or internet-based information) rather than people. *Correspondence projects* require communication with individuals (or schools, businesses, government agencies) to solicit information by means of letters, faxes, phone calls, or e-mails. *Survey projects* entail creating survey instrument and then collecting and analyzing data from 'informants'. Encounter projects result in face-to-face contact quest speakers and individuals outside the classroom [6, 7].

Projects may also differ in the ways that information is 'reported' as part of the culminating activity. *Production projects* involve the creation of bulletin board displays, videos, radio programmes, poster sessions, written reports, photo essays, letters, handbooks, menus, travel itineraries, and so forth. Performance projects can take shape as staged debates, oral presentations, theatrical performances, food fairs, or fashion shows. Organizational projects entail the planning and formation of a club, conversational table, or conversation partner programme.

Whatever the configuration, projects can be carried out intensively over a short period of time or extended over a few weeks, or a full term. They can be completed by students individually, in small groups, or as a class. They can take place entirely within the confines of the classroom or can extend beyond the walls of the classroom into the community or with others via different forms of correspondence.

Project work whether it is integrated into a content-based thematic unit or introduced as a special sequence of activities in a more traditional classroom, requires multiple stages of development to succeed. D. Fried-Booth proposes an easy-to-follow multiple-step process that can guide teachers in developing and sequencing project work for their classrooms. Similarly, S. Haines presents a straightforward and useful description of project work and the

steps needed for successful implementation. Both the Fried-Booth and Haines research include detailed descriptions of the projects that can be adapted for many language classroom settings. They also offer suggestions for introducing students to the idea of student-centered activity through bridging strategies and lead-in activities, particularly useful if students are unfamiliar with project work and its emphasis on student initiative and autonomy.

Conclusions and prospects for further researches of direction. In today's educational environment, students are expected to collaborate, think critically, and work together to develop innovative projects and answers to complex questions. Drawing on research in psychology and education, we demonstrate that thematically organized materials are easier to remember and learn and are more motivating for students. The article provides a detailed example of the integration of language and content in a project to help students understand various studied topics.

Project-based learning is a fun way for teachers to facilitate learning and engage students. It can be implemented at any level of learning, and builds on both content standards and XXI century skills. It allows for topics to be integrated across content areas, and promotes collaboration among students and teachers. Project-based learning encourages students and teachers to be creative, and innovative, and think about long term retention and application of knowledge

Content-based instruction and project work provide two means for making English language classroom more vibrant environment for learning and collaboration. Project work, however, need not be limited to content-based language classes. Language teachers in more traditional classrooms can diversify instruction with an occasional project. Similarly, teacher educators can integrate projects into their courses to reinforce important pedagogical issues and provide trainees with hands-on experience, a process that may be integrated into future classrooms of their own.

Whatever topic a project centers around, students of varying levels and needs can benefit from the empowering experience that results from participation and collaboration in a project. With adaptation and creativity, the project work be successful and rewarding for teachers and students alike.

REFERENCES

1. Alan, B. and Stroller, F. (2005). Maximizing the benefits of project work in foreign language classrooms // *English Teaching Forum*, Volume 43(4), – pp. 43-56.
2. Beckett. G. and Slater T. (2005) The Project Framework: a tool for language, content, and skills integration // *ELT Journal*, Volume 59 (2), 1 April 2005, pp. 108–116
3. Beckett. G. and Slater (2018) T. *Project-Based Learning and Technology* // January 2018 available at <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0427>
4. Fried-Booth, D. (1986). *Project Work*. Oxford: Oxford University Press.
5. Henry, (1994). *Teaching through Projects. Open and Flexible Learning*. Routledge.
6. Haines, S. (1989). *Projects for the EFL Classroom: Resource Material for Teachers*. Walton-on-Thames Surrey, UK: Nelson.
7. Supe O., Kaupuzs A. The Effectiveness of Project-Based Learning in the Acquisition of English as a Foreign Language // *Researchgate*, April 2015, pp. 67- 76.

ІНФОРМАЦІЯ ПРО АВТОРА

ІВАНЕНКО Надія Вікторівна – кандидат філологічних наук, доцент кафедри англійської мови та методики її викладання, заступник декана факультету іноземних мов Центральноукраїнського державного педагогічного університету імені В. Винниченка.

Наукові інтереси: викладання англійської мови як іноземної, проектна робота, порівняльна та міжнародна освіта.

INFORMATION ABOUT THE AUTHOR

IVANENKO Nadiya Viktorivna – PhD, Associate Professor of the English Language and Methods of its Teaching Chair, Vice Dean of the Faculty of Foreign Languages, Volodymyr Vynnychenko Centralukrainian State Pedagogical University.

Circle of scientific interests: teaching English as a foreign language, project-based learning, comparative and international education.

Стаття надійшла до редакції 18.04.2019 р.