



**MATERIALIEN DIE INTERNATIONALEN
CHANCEN NUTZEN-2020 KONFERENZ**

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PROJECT BASED METHOD IN TEACHING SECOND LANGUAGE ACQUISITION

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*Annotation*This article is devoted to the study using the project method in teaching second language acquisition. It is considered that not only learning the new language is important, but also the ability to think, discuss and make debates in this language is also crucial. It helps students to think out of boundaries, find extraordinary solutions and state their position.

*Key words*Project, method, types of project, assessment, problematic nature, implementation, project presentation.

At the present time, the educational system should be aimed at creating a learning system in which the student would not only know a lot, but also he would learn to think with the help of this knowledge and develop the students' need to expand their knowledge. Area of concern as a principle of teaching means when organizing training, the content of the educational material is not given in a ready-to-remember form, but is presented as part of a problematic task, in which the content to be assimilated takes the place of the unknown sought-after. Therefore, the problematic nature not only organizes the content of acquired knowledge in a special way, but also dictates a special methodology for its assimilation, that is, through the student's mental actions to search for this content.

The goal of modern teaching a foreign language acts as integrative, focused on achieving a practical result in mastering a foreign language, as well as on education, upbringing, and development of the student's personality, his speech abilities: attention, thinking, imagination and motivation for further language learning.

How do I apply the project method in English lessons? First of all, I revise the educational material; analyze the significance of the topics, as well as the ability of the students to master this topical material. I highlight the appropriated topics of the



course or sections that will be taken out for "project". As for students who are taught to be an English teacher, I always give tasks to students according to our curriculum, to make lesson plans and find out new strategies of teaching English. Students eagerly practice it and do a lot of presentations while researching this task. Each type of project has a type of coordination, deadlines, stages, number of participants. Therefore, when developing a project, one must bear in mind the signs and characteristic features of each of them.

Students need to find answers to their questions and come to one conclusion while working on project:

Project implementation. Usually at this stage the activity goes beyond the classroom. Students take interviews, make audio and video recordings, and collect printed material. It is important to remember that students will use all four types of speech skills: reading, speaking, writing and listening. The main task at this stage is to collect information. To help students in organizing this process, we need to advise them to decide what they want to know; decide where it is better to get the necessary information, how to record the received data, how to present the information to the group; analyze individually collected materials by group members into a single whole; correct and formalize the material as a group project. By going outside the classroom while working on a project, the students fulfill the gap between the language they are learning and the language they use, which is a valuable tool in expanding the communication skills learned in class. In ordinary lessons, the teacher determines the language, its content, but in the context of the project, the students determine the content of the project and, accordingly, the language content.

Return to class. At this stage, students complete their design work using scissors, rulers, glue, and so on.

Project presentation. The presentation method will largely depend on the type of final product: whether it is a diagram, a brochure, a video or an oral presentation. The benefits for the student are clear. He or she is working on an interesting topic, using what has already been learned and additionally learning what is needed in connection with the task at hand. The teacher is encouraged to kindly



accept whatever the students have done. This is an important condition for further creative work, an effective source of motivation, a means of developing self-confidence. Oral presentation always involves some degree of risk for students, so some of them need preliminary rehearsals to help them cope with difficulties.

Assessment. Assessing a project work is not easy. The way it is graded is a little bit complicated in contrast to the formal grading procedure for student work. There are two principles to consider when evaluating project work.

1. Obviously, the language is only an integral part of the whole project. It is a mistake to evaluate a project on the basis of linguistic correctness alone. The assessment should be given for the project as a whole, the diversity of its character, the level of creativity shown, the clarity of the presentation.

2. It is necessary to be very careful in correcting errors in the final version of the project, or to do it not in ink, or not to make corrections at all. A project is usually a very hard work that students might want to keep to themselves. Although, on the other hand, it is likely that the students will better remember the mistakes noted in their project work, because it means more to them than ordinary class work.

To sum up, the main idea of the project approach to teaching a foreign language is to shift the emphasis from various types of exercises to the active mental activity of students, which requires proficiency in certain language means for its registration. That is why we turned to the project method at the stage of creative application of language material. Only the method of projects can allow solving this didactic problem and accordingly, turning foreign language lessons into a discussion, research club, in which really interesting, practically significant and accessible problems for students are solved, taking into account the peculiarities of the country's culture and, if possible, on the basis of intercultural interaction. Thus, project work is a type of joint activity between a teacher and students, in which it makes it possible to develop a student's creativity, research skills, and the ability to express one.

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