

**PROSPECTS TO USING OF THE PROJECT METHODOLOGY IN  
TEACHING A FOREIGN LANGUAGE**

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**Abstract.** *The project method is a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a process of extended inquiry. Projects are student-centered, following standards, parameters, and milestones clearly identified by the instructor. Foreign language proficiency is the mastery of a system of speech skills. The methodological component is teaching students a rational method of teaching, learning a new language for them and forming the ability to practically use it for communication (oral and written). A project management methodology is a system of principles, techniques, and procedures used by those who work in a discipline. Not only do the top methodologies differ in how they're structurally organized, but they also require different deliverables, workflows, and even project management software development.*

**Keywords:** *methodologies, modern technologies, teaching practices, roles of teachers, roles of learners, syllabus.*

**Introduction.** In recent years, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. Project method is one of the most pressing contemporary technologies in teaching foreign languages. It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular. Project method forms students' communication skills, culture, communication, the ability

concisely and audibly formulate thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a variety of sources, to process it with the help of modern technologies. All these factors create language environment that - results in the appearance of the natural need to interact in a foreign language. Project-based learning does not contradict the traditional ways of learning.

## Language Teaching Methodology

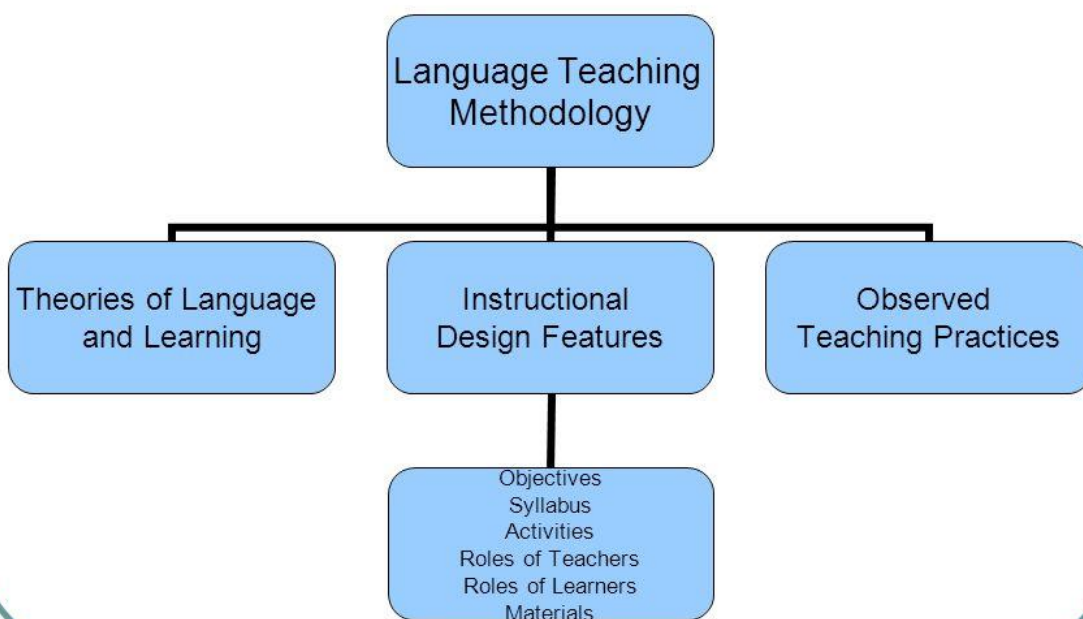


Figure 1. Language Teaching Methodology

It helps to activate students since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks. Also, this approach forms informational competence which manifests the ability to work independently with reference books, find necessary information in various sources, and see links with other branches of knowledge. Moreover, project-based learning contributes to enhancing students' personal confidence, developing a "team spirit" and communication skills; providing a mechanism for critical thinking, the ability to find ways to solve problems and developing students' research skills. The work on the project can be carried out either individually or in groups. Working in groups, the participants of the joint project should distribute the roles and realize that success depends on the contribution of each participant. Project work begins in the classroom as a teacher-supervised



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activity. Projects may be short-term or long-term. Depending on the type, they can be presented at the next lesson, or at the final lesson. It is important to organize the work using project, creating the most favorable conditions for the disclosure and manifestation of the creative potential of the participants. In my experience, I organize post-project exhibition of the works, so that other students, parents and teachers should be able to see and appreciate the importance of this work. Project technology allowed students to integrate a variety of activities, making learning enthralling, more interesting and therefore, efficient. Students with different abilities became successful and felt they were needed in the project activities. Educational, social and communication skills were developed during the implementation of projects. At the preparatory stage, students learned how to work with dictionaries, reference books for posts, thought through the way of presentation, and of course learnt to sort out their work. Project-based learning has changed students' attitude to the computer: computer has been transformed into a source of information and one of the ways of presentation the material. Furthermore, the teacher should not solve only educational tasks, but also, he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process. One of the most important demands for foreign language education reforms nowadays is the provision of up-to-date teaching materials. This requires joint efforts on behalf scholars in creating textbooks and manuals of a new generation that will be based on local content, take into consideration traditional cultural values, and provide essential input to cross-cultural issues in foreign language acquisition. Another high priority issue for the current foreign language education development in Uzbekistan is professional capacity to implement the reforms. The major policies in this respect should focus on teacher training (retraining), sharing and dissemination of best experiences through establishing foreign language teacher networking, diversification in areas of specialization (level- and content-based), innovative technologies, modern textual and soft-ware resource provisions, and incentives for teachers.

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