USING THE PROJECT METHOD IN TEACHING PROFESSIONAL ENGLISH OF FUTURE MARITIME SPECIALISTS

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Abstract: The purpose of organizing the educational process in the field of higher education of future marine specialists is to train competent qualified specialists who can effectively solve labor problems and have the potential for further self-development and self-education. Professional training of future mariners implies the need to apply in the teaching process not only traditional, but also active teaching methods, among which an important place is project method. Project-based learning is characterized by a high degree of independence and initiative of cadets, as well as their high level of motivation for cognitive activity and creativity, the development of social and communication skills, teamwork skills; work, interdisciplinary integration of knowledge, skills and abilities.

Key words: project method, high level of motivation, high requirements for the professional training, project training, assessment of the results, the individualization of the educational process.

The training of modern qualified specialists involves the formation in them of a number of competencies necessary for the effective implementation of professional activities and communication both in Ukraine and abroad.

Today, society needs specialists who not only have professional knowledge and knowledge of a foreign language, but also know how to apply them in practice, perceiving and analyzing the information received, clearly, logically and convincingly
expressing their own opinions, choosing appropriate means of communication, establishing and maintaining business contacts and organizing cooperation with foreign partners. The professional training of specialists is constantly determined by the requirements of the labor market and the specifics of their profession.

The high requirements for the professional training of a modern specialist in the maritime industry lead to the search for the most effective methods and technologies in teaching a foreign language in maritime higher education institutions.

At the current stage of education development, the project methodology is studied in detail by both foreign and domestic authors (I.L. Bim, I.A. Zimnya, O.M. Moiseeva, E.S. Polat, T.E Sakharova, I. Chechel, L. Fried-Booth, T. Hutchinson, D. Phillips, etc.). Numerous studies have established that project activity acts as an important component of the system of productive education and is a non-standard, non-traditional way of organizing educational processes through active methods of action (planning, forecasting, analysis, synthesis) aimed at implementing a person-oriented approach. The project methodology as a new pedagogical person-oriented technology reflects the main principles of the humanistic approach in education.

Proponents of the project method cite a number of advantages of their strategy, compared to traditional forms of education, which are manifested, among other things, in better assimilation of the essence of the concepts by students, increase in the knowledge base, greater development of students' communicative abilities and interpersonal communication skills, leadership qualities, creativity, improvement of writing skills.

Today, it is an indisputable fact that cadets in the conditions of project activity show much better results than cadets in the conditions of the traditional education system. For example, in Finland, a decision was made to carry out a cardinal reform of the education system, which consists in the complete rejection of traditional subjects in favor of project activities.

The terms "project training", "project method", "educational project activity" should be clarified. Project education can be considered as a didactic system, and the project method as a component of the system, as a pedagogical technology that provides not only the integration of knowledge, but also the application of updated knowledge and the acquisition of new ones. Various methods are used to comprehensively solve educational problems, including the implementation of creative projects, the purpose of which is to include students in the process of educational activity from the development of an idea to its implementation.

Project training activity of cadets is a side, a component of project training related to identifying and satisfying the needs of cadets through the design and creation of an ideal or material product that has objective or subjective novelty. It is a creative educational work to solve a practical task, the goals and content of which are determined by the cadets and are carried out by them in the process of theoretical elaboration and practical implementation with the consultation of the teacher.

The project method is a comprehensive educational method that allows for individualization of the educational process, gives the student the opportunity to show
independence in planning, organizing and controlling his activities. The project method is one of the active methods of conducting classes, which involves individual, pair or group activity of students, which ensures the guaranteed achievement of the planned result. In the teaching of a foreign language, this is a relatively new technique that allows cadets to show independence in choosing information sources, the method of its presentation and presentation, as well as to conduct individual work on the topic that arouses the greatest interest of each project participant, which causes increased motivated cadet activity.

It is the project method that uses all the best ideas of traditional and modern methods of teaching a foreign language: diversity, which is manifested in the variability of topics, types of texts and exercises; problematic when a foreign language is used to perform tasks characterized by novelty; learning with pleasure, which involves giving cadets the opportunity to talk about what arouses their increased interest, to show their creative approach in the design and presentation of the project. It should be emphasized that the educational design, focused on the independent activity of cadets (individual, group or collective), which cadets perform over a certain period of time, is designed to promote efficiency in learning foreign languages.

The main task of this technology is to create conditions for active joint learning activities of cadets in various learning situations, in which everyone is responsible not only for the result of their work, but also for the result of the work of the whole group. The project method allows you to turn classes into a discussion and research club in which interesting, practically significant problems are solved. It can be used both in class and outside the classroom. It ensures the development of the cadet's cognitive activity, motivated by the problematic confrontation of the known and the unknown, aims to activate the process of learning and understanding the new, as well as mastering new lexical units, making it possible to make learning meaningful for all students thanks to their participation in various projects.

Project work is learning by doing. Projects give a full sense of achievement, an opportunity to produce a product. There is a payoff from learners when they realize what they can do with the English language they are learning, that they can work according to their level and performance. The able can show what they know regardless of the program or plan, while the weaker can achieve something they can be proud of by compensating for a lower level of language proficiency by showing video material or visuals.

According to the nature of the final product of the project activity, the types of projects for learning a foreign language:
- Constructive and practical projects (Construction and Practical Projects) - a collage, a diary of observations, "inventing a game" and its description.
- Role and Games Projects - acting out a game, dramatization, inventing one's own play, concert.
- Information and Research Projects (Information and Research Projects) - study of a region or a country, English and its use as a language of international communication, foreign languages in people's lives.
Projects of a specific sociological survey (Survey Projects). These are projects on the topics: "The influence of American and British cultures on the way of life in our country" or "The attitude of foreigners to my country".

- Publishing projects (Production Projects).
- Scenario projects (Performance and Organizational Projects) - evenings, current shows.
- Creative projects (Creative Works) – in the form of free literary fiction (fairy tale, story, comic, role-playing game) [3].

The project is being worked on in stages. However, project activity cannot be considered as a clear algorithm, since it is a process of creative thinking and decision-making.

**Stages of the project**

- The name of the stage
- The content of the work
- Justification of the project

**Formulation of the goal and task of the project**, substantiation of its social significance, definition of the topic of the project; organization of working groups, distribution of tasks among project participants.

**Searchable**

- Researching the problem and collecting information (identifying the range of sources and searching for the necessary information; analysis of possible solutions to the problem); selection of the optimal variant of project implementation (idea generation); development of a work plan on a project task; selection of materials and tools; choosing the form of presentation of project results.

**Technological**

- Implementation of the activities of each project participant in accordance with the plan of work on the project task (implementation of the project); preparation of the presentation of project results.

**Final**

- Conducting a presentation (project protection); assessment of the results of project implementation, collective and personal achievements of project participants.

Such features of the project method as the reliance on personal experience, the priority of independent activity, the predominance of group work and novelty allow us to assume with great confidence the success of using the specified technology in foreign language lessons.

Thus, the project method allows for the individualization of the educational process, gives the cadet the opportunity to show independence in planning, organization and control of his activities. The application of the project methodology in classes provides support for sustained interest in learning a foreign language, deepens and systematizes students' knowledge of the subject being studied.

The professional approach to foreign language learning in these universities involves establishing integrative links between the content of professionally oriented learning and the foreign language course.
Proficiency in a foreign language is a mandatory component of the professional training of a modern sailor, therefore, the foreign language course at maritime universities has a communicative and professionally oriented character.

Its tasks are determined by the communicative and cognitive needs of specialists of the corresponding profile.

The goal of teaching a foreign language in maritime universities is the formation of cadets' foreign language communicative competence, which will allow them to use a foreign language in professional and scientific activities and for further self-education.

Therefore, the interdisciplinary connections of the "Foreign language" discipline in maritime universities and its integrated nature play a major role, which contribute to the formation of a unified picture of the world in the minds of cadets. In our opinion, the project method is one of the relevant technologies in the process of learning a foreign language in a professional direction, which allows cadets to apply the accumulated professional knowledge; contributes to the strengthening of the individualization of the learning process, the search for an optimal combination of theory and practice, the actualization of existing knowledge and skills in a foreign language, the development of cadets' abilities, and the stimulation of their independent productive educational activities.

Cadets enrich their professional knowledge, expand their own boundaries of foreign language proficiency, gaining experience from its practical use, learn to understand and produce professionally oriented foreign language texts. They work with reference literature, dictionaries, and a computer, which creates the possibility of direct contact with authentic professional material in a foreign language. And this cannot be achieved by learning a foreign language only with the help of a textbook.

Therefore, professional foreign language training of future specialists in the maritime industry using the project method requires special attention and more detailed research.

Modern pedagogy considers the "project method" as a way of organizing the independent activity of the cadet’s personality, which is aimed at solving the tasks of the educational project and integrates a problem approach, group methods, reflective, presentational, research, search and other methods. E. Akhramenko perceives the project method as an activity of cadets aimed at solving a research or socially significant pragmatic problem. This method involves a combination of individual creative and independent cognitive and research work of cadets (Akhramenko 2013, 404).

The relevance of using the project method as a holistic pedagogical technology at the current stage of the development of the higher education system is due to the following factors: the competency-based approach to education implies a productive orientation of practice-oriented learning; the quality of such training, the formation of competencies are determined by the ability to perform tasks at the level of a situation close to the life and professional activity of a future specialist, increasing the motivation of cadets to learn a foreign language (Akhramenko 2013, 404). This method...
is aimed at the need not only to transfer certain knowledge to cadets, but to teach them to obtain this knowledge independently.

The active approach, which is the basis of the project method, is oriented towards the independent activity of the cadets, which involves the possession of certain intellectual skills (analysis, comparison, synthesis, forecasting, formulation of conclusions) and promotes the development of communication skills and the ability to work in groups, resolve conflict situations, independence and activity of cadets (Akhramenko 2013, 405). Correspondence of training using the project method to the paradigm of person-oriented training, since, when working on a project, each cadet is able to perform tasks that correspond to his capabilities and interests. (Aliksiychuk 2008, 23).

The use of the project method in teaching a foreign language of professional direction to future specialists in the maritime industry is the solution of a certain problem by an individual cadet or a group of cadets, which involves the use of methods and means of learning and the integration of knowledge and skills from a foreign language and professional disciplines to solve it.

It should also be noted that during the solution of the problem future specialists acquire new knowledge and skills and certain experience. Cadets will perceive knowledge as really necessary only if there is a task for the solution of which they will need to use the acquired knowledge. As practice shows, this teaching method stimulates the work of cadets, leading to the active study of a foreign language and the application of previous knowledge of a foreign language and professional disciplines in each specific situation.

Different stages of the project contribute to the cadets' assimilation of various types of activities: if in the first two stages knowledge and skills are acquired in building a material object, knowledge of a foreign language is deepened, then in the last stages the acquired knowledge and skills are transformed into competencies.

The project method not only gives cadets the opportunity to study the topic more thoroughly, but also expands their horizons, teaches them to communicate, independently find and select the necessary material, promotes the development of both collective creativity and individual abilities of cadets.

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