The Method of Projects as a Means of Implementing a Personality-Oriented Approach in the Study of Foreign Languages

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ABSTRACT

The principle of student-centered learning implies confidential, open learning, requiring the teacher to enter into a dialogue and maintain it, listening and penetrating into the personal meaning of the student's statement. The possibility of implementing this method is directly related to the change in the personal attitude of the teacher. We are faced with the fact that our verbal and non-verbal behavior bears a certain professional imprint and is characterized by excessive categoricalness, authoritarianism, and dogmatic judgments. Such an attitude kills the very idea of dialogue. Therefore, the school is constantly searching for new methods that could become an incentive, an impetus to start a dialogue. The mechanism of motivation in this case should affect all spheres: intellectual, motivational-need, volitional, the sphere of self-consciousness.

KEYWORDS: *consistency, personality-oriented , approach, evaluating pedagogical systems, categoricalness, authoritarianism, dogmatic judgments, teaching function.*

In short, when talking about technology, they mean a system of actions that leads to the expected result. In our country and abroad, serious research is being carried out on the problems of the technology of pedagogical activity. We are talking about the evolution of this concept, the essence of which, in our opinion, is the consistent expansion of its scope: from technology as an element of technical "adaptation" in the activities of a teacher to a qualitatively new understanding of pedagogical activity as a systematically organized, technologized social sphere. Learning technology, "includes a holistic goal setting process, constantly updating curricula and programs, testing alternative strategies and teaching materials, evaluating pedagogical systems as a whole and setting goals anew,

Our subject (foreign language) may have its own specifics and, accordingly, the specifics of using certain methods, teaching technologies. While in theoretical didactics there are disputes about the boundaries and possibilities of creating new pedagogical technologies, in the system of teaching foreign languages, methods have long been created that claim the status of technology, i.e. with a high degree of reliability, stability and reproducibility of results. We include here, first of all, a personality-oriented approach in teaching a foreign language, including the project method, collaborative learning, contextual learning, intensive learning and multi-level learning. When we talk about the manufacturability of pedagogical experience, we mean those elements that meet the criteria of manufacturability: reproducibility (the ability to repeat methods and techniques by another teacher); efficiency (the ability to achieve results in an optimal cost way, guaranteed by changes in the state of the cadet); manageability (the ability to design the educational process, gradually monitor the result and, if necessary, make corrections); consistency (integrity and consistency of the process, interconnectedness of its parts).

At the first stage of education (grades 5-6) it is advisable to work with the text based on the guidance

and control of the teacher. Most often, this work with text includes reading and translating, viewing reading, reading with highlighting the main provisions of the text or a passage of text. Gradually, we introduce individual tasks with different targets. ***For example*** :

text tasks with variable answers and verification by key;

selection of the title of the text from the proposed 5 options;

selection of the main idea from several proposals;

choice of answer to the question posed to the content of the text.

It should be emphasized that at this stage the main text should be a sample of the oral form of communication. When working with texts, it is necessary to remember the principle of collective interaction, which is based on the laws of social psychology. It can be expressed by the general formula: "training and education in the team and through the team." The principle of collective interaction determines such a way of organizing the educational process, in which: **a**) students actively communicate with each other, exchanging educational information, thereby expanding their knowledge; **b**) favorable relationships develop between the participants, serving as a means of effective learning and creative development of each; c) the condition for success is the success of others. It is possible to create conditions for collective interaction through a system of increasingly complex types of work with text, both in classroom conditions and during self-study hours; one of the most fruitful forms of interaction can be the work of students in microgroups during self-study hours. Joint work in a special psychological climate limits competition and turns it into cooperation, where everyone acts in such a way that, expressing their individuality, meet the expectations of the group and strive to achieve common goals. In the conditions of collective joint activity, a common "fund of information" is formed, to which each student brings his share and which is used by all together. We raise the issue of building classes when discussing the texts read in the form of discussions. With such a form of learning as a discussion, aspects of both verbal and non-verbal behavior play an important role, while the language design of students' speeches largely depends on the previous work of the teacher at the stage of training in communication. It is also not a discovery that the more in their speeches at the discussions the students use the language material that they actively worked out in previous classes, the more interested and emotionally the speeches themselves are perceived and the more the desire of students to join in the discussion of the issues raised in their discussions grows. group mates. We raise the issue of building classes when discussing the texts read in the form of discussions. With such a form of learning as a discussion, aspects of both verbal and non-verbal behavior play an important role, while the language design of students' speeches largely depends on the previous work of the teacher at the stage of training in communication. It is also not a discovery that the more in their speeches at the discussions the students use the language material that they actively worked out in previous classes, the more interested and emotionally the speeches themselves are perceived and the more the desire of students to join in the discussion of the issues raised in their discussions grows. group mates. We raise the issue of building classes when discussing the texts read in the form of discussions. With such a form of learning as a discussion, aspects of both verbal and non-verbal behavior play an important role, while the language design of students' speeches largely depends on the previous work of the teacher at the stage of training in communication. It is also not a discovery that the more in their speeches at the discussions the students use the language material that they actively worked out in previous classes, the more interested and emotionally the speeches themselves are perceived and the more the desire of students to join in the discussion of the issues raised in their discussions grows. group mates. aspects of both verbal and non-verbal behavior play an important role, while the language design of students' speeches largely depends on the previous work of the teacher at the stage of training in

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It is known that the study of a foreign language makes a significant contribution to the overall development of the future citizen. The method of projects is the essence of the developing, personality-oriented nature of education. The quiz held at the lessons of a foreign language, in our opinion, is a synthesis of the creative, research and information method of projects. Successfully conducting a quiz requires careful preparation from both the students and the teacher. To solve the problem of preparing for a quiz on the topic "Christmas traditions in English-speaking countries", students needed not only knowledge, but also possession of a large amount of various subject knowledge necessary and sufficient to solve this problem. In addition, the cadets had to work with information; for example, to search for the necessary information in the biblical text in English, analyze information, make generalizations, conclusions, work with a variety of country studies material. The quiz as a research project method gives students the opportunity to participate in a research search: in our case, for example, research into the history of the emergence of the Christmas holiday in English-speaking countries. The quiz gives the teacher an opportunity for informal contact with students who go to him more easily and more easily when they are busy with something interesting, helps to build trusting relationships, build communication based on friendly disposition. Preparation for the quiz helps not only to identify leaders, but also to develop and summarize the natural inclinations of each student, organizes the team, makes it flexible and responsive to any creative task. The quiz as a creative method of the project helps to fight the passivity of students, the lethargy of their imagination, in our case, for example, it was preceded by the joint publication of newspapers, Christmas cards, the performance of choral Christmas songs. It should be mentioned that some quiz tasks, along with familiar material, may include a small percentage of new material, the meaning of which is revealed in the process of completing the task with the help of explanations by the teacher or slide. During the quiz, students get the opportunity to firmly master what they have learned. The quiz helps to overcome the scarcity of feelings, encourages an active spiritual life. Being a kind of game, it is accompanied by a feeling of tension and joy, and the game, according to the definition of the Swedish researcher Huizinga, is accompanied by a positive emotional state. This emotional state belongs, according to the classification of S.L. Rubinstein, to the level of organic effective emotional sensitivity, or to the concept of mood, and each of us knows well from experience the influence of mood on the perception of the world around us. It is very important for a military team to have a cheerful, cheerful atmosphere that changes interpersonal relationships for the better. Therefore, holding a quiz is also a concern for the mood of the team, for its unity, for creating a favorable climate for interpersonal relations. that changes interpersonal relationships for the better. Therefore, holding a quiz is also a concern for the mood of the team, for its unity, for creating a favorable climate for interpersonal relations. that changes interpersonal relationships for the better. Therefore, holding a quiz is also a concern for the mood of the team, for its unity, for creating a favorable climate for interpersonal relations.

And in conclusion, I would like to touch upon the role of game, role-playing projects as one of the

methods used in teaching a foreign language. We know that learning is serious business. Therefore, some teachers believe that there is no place in teaching the game. We believe that the widespread use of games in foreign language lessons sets the task for the entire team of deep assimilation of gaming learning technology. Each type of game has its own technology. But it is possible to single out a number of typical operations for gaming technology used for educational purposes. Game technology has a certain structure, the components of which are reflected in the documents. The main documents that give a complete description of the structure of the game are the prospectus, the script, the description of the game environment, the instructions for the players, the guides for the teacher and the counting group. "Translators", "Data Bank", etc.

The same game can act in several functions:

➢ *Teaching function* - the development of general educational skills and abilities, such as memory, attention, perception of information of various modalities, the development of foreign language skills.

➢ *Communicative function* - association in a team, establishing emotional contacts.

➢ *Relaxation function* - removal of emotional stress caused by stress on the nervous system during intensive training.

➢ *Developing function* - harmonious development of personal qualities to activate reserve capabilities.

Many students have *internet access*, while the importance of the visual culture of communication in a foreign language increases. It is also necessary to take into account the factor of non-programmed communication in the dialogue of cultures. In this perspective, the culture-creative type of education acquires particular relevance as the most preferable and meeting the challenge of the time. A special role in this process belongs to foreign language lessons. In many respects, due to their cross-cultural orientation, foreign language lessons contribute to the modernization of education and the introduction of innovative technologies into the educational process at school, which is expressed in the predominance of simulation-game, dialogue learning models. Game modeling in the classroom in a foreign language contributes to the establishment of psychological contact, the harmonious development of interpersonal relationships, creative initiative, while developing the flexibility of perceiving the material, a positive attitude, imagination, the ability to listen to the interlocutor. Participation in all types of innovative games develops motivation for change, creates a "reflexive space" as a way to emancipate the student. Education in the system of personality-oriented educational technologies is expressed in the prevalence of research, simulation-game learning models, involves the rejection of routine thinking, overcomes the scarcity of feelings, mental underdevelopment. Teaching a foreign language can and should pursue not only a purely practical goal - to provide a key to an additional source of information, but also contribute to the formation of the personality of a future officer, instilling in him the skills of creative activity, stimulating the creative possibilities of a future specialist, using learning models that make up active forms of learning (games). , discussions, project tasks, "braining storming" - the practice of brainstorming). Innovations in the content, forms and methods of work, as well as in teacher-student relations, certainly lead to the improvement and modernization of education and upbringing, the creation of the personality of a future citizen with new qualities and values - a creative person.

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