**Project method as one of the ways to organise independent work of students**

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The project method is a collection of strategies that students and teachers use in a predetermined order to complete the assigned task—solving a specific problem that is important to students and formalised as a specific final result. The fundamental objective of the project method is to give students the chance to learn on their own while completing practical projects or challenges that call for the integration of information from several academic areas.

When considering the project method as a pedagogical technology, it becomes apparent that this approach entails a confluence of investigative, exploratory, and inventive methodologies. The project method is characterized by its facilitation of student autonomy in the selection of topics, information sources, and modes of presentation [1]. By its very nature, this pedagogical technique is oriented towards fostering independent engagement within an environment that encourages research and problem-solving.

Through the project method, students are afforded the opportunity to undertake individual exploration of topics that resonate with their personal interests, inevitably catalyzing heightened motivation and engagement. The method empowers students to select their research subjects, enabling them to determine whether their pursuit involves a mere progression through the English textbook's exercises or an extension to encompass additional reference materials from the curriculum.

Basic requirements for using the project method:

Practical, theoretical significance of the expected results

Independent (individual, paired, group) activity of students in English class.

Structuring the content of the project

Presence of a significant research and creative problem or task that requires integrated knowledge and research search for its solution.

Using research methods: defining the problem, research tasks arising from it, putting forward a hypothesis for their solution, discussing research methods, drawing up the final results

Figure 1- Requirements for using Project method

In the discourse of employing the project method within English language pedagogy, particular attention is drawn to international telecommunication projects, which assume paramount significance. These projects inherently engage with the most intricate yet pivotal pedagogical goal: the creation of an immersive language environment, thereby instilling a tangible exigency to employ English in practical contexts. The pervasive reach of the global internet facilitates access to diverse information repositories for both learners and educators of English, transcending geographical confines [2].

Each internet-connected user can curate an array of literary resources from repositories like the Library of Congress, seamlessly accessing pertinent material and perusing an array of articles, reports, and assorted informational sources in English. The inherent authenticity of this information is quintessential, as its assimilation equips learners with the requisite data germane to the thematic focus of their ongoing project-based endeavors. The synergy between the project method and the expansive digital realm amplifies the efficacy of language instruction, accentuating the practical utility and experiential dimension of English language acquisition [3].

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| **Project Method**  | **Implementation**  | **Example**  |
| **Country Trips**  | Collaborative pairs of students select cities like New York, London, or Sydney. They conduct thorough research, gather visual materials, and construct multimedia presentations. The virtual tours include maps, posters, and photographs, which guide their peers through key landmarks, culture, and history of the chosen city.  | Students engage in a project focused on London. They meticulously research and assemble a multimedia presentation with vivid visuals, detailed explanations, and cultural insights, imparting a comprehensive virtual tour of the city's iconic sites and its historical significance.  |
| **Literary Analysis**  | Students select a work of literature, delve into its themes, characters, and literary techniques. They craft detailed analyses and present their findings through presentations or multimedia projects, demonstrating their critical comprehension and oral communication skills.  | Choosing "To Kill a Mockingbird," students delve into its themes of social justice and moral growth. They meticulously analyze characters' motivations and use direct quotes to support their interpretations, showcasing their adeptness in literary analysis during a compelling presentation.  |
| **Current Events Discussion**  | Students follow global news sources to identify pertinent topics. They participate in structured discussions in English, actively sharing perspectives, and engaging in thoughtful discourse on contemporary issues.  | Pupils research and analyze climate change during a class debate. They present well-reasoned arguments, incorporating relevant data and articulating their viewpoints effectively, showcasing their grasp of current affairs and language proficiency.  |
| **Storytelling Podcast**  | Students choose stories from literature, critically analyze them, and craft podcast episodes. These episodes incorporate narration, thematic discussions, character analysis, and peer engagement, sharpening their narrative skills, critical thinking, and digital communication proficiencies in English.  | Students explore "The Tell-Tale Heart" by Poe. They narrate the story, delve into its psychological themes, and speculate on the protagonist's motives. The podcast engages listeners with its evocative storytelling, insightful analysis, and eloquent language use.  |

Table 1- Implementation of project methods to 8th grade [3].

During internship experience at Gymnasium 91, spanning the eighth grade, I had the project method as a pedagogical approach over the course of one month, commencing on January 23rd. Throughout this period, I engaged dynamically with the students, harnessing the project method's multifaceted principles to facilitate holistic learning. This method fostered an environment of active exploration and collaboration, enabling the students to delve into subject matters with self-directed autonomy.

Through the "Country Trips" programmes, the project method was put into practise in the eighth grade. Metropolises like New York in the United States, London in England, and Sydney in Australia were the focus of these efforts. Through the use of presentations that were rich with maps, posters, and photos, cooperative pairs of students organised guided virtual tours of these places within this pedagogical framework. This practical outing sparked perceptible student interest and sparked their curiosity, which led to the creation of new questions. This kind of instruction lasted for around three weeks, giving students plenty of opportunity for in-depth investigation.

The utilization of the project method cultivated not only a nuanced understanding of diverse topics but also nurtured critical thinking, research skills, and effective communication. This experiential journey epitomized the intersection of theory and practice, augmenting my pedagogical acumen while enriching the learning experiences of the eighth-grade students at Gymnasium 91.

In conclusion, the deliberate and wise decision to strategically incorporate the project method inside educational contexts is clear. With its focus on inquiry, teamwork, and independent discovery, the project method emerges as an essential teaching tool. Its effectiveness is seen not only in encouraging a deeper comprehension of the subject matter but also in developing a variety of crucial abilities like critical thinking, research competence, effective communication, and problem-solving. The project method also jives with the many facets of intellectual development and cognitive development, which are modern demands for experiential and student-centered learning.

References

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