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PROJECT METHOD USING AT THE UKRAINIAN LANGUAGE LESSONS IN A PROFESSION-ORIENTED SCHOOL

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Complex analysis of pedagogical, psychological and methodological literature on the chosen theme is represented in the article. The content of “the project method” notion is specified, the stages and ways of the project method use at the lessons of the Ukrainian Language in profession-oriented school are defined. In the centre of the project method there is a subjective pupils' behaviour on the basis of activity approach, the basis for its implementation is substantive and socio-cultural knowledge and skills gained earlier, skills formed on their own (or under the supervision of a language and literature teacher) to plan their own learning activity, work with information sources, analyze and summarize the acquired information, on its basis generate ideas and implement them. Taking into account all the stages of the project, we distinguish basic four of them: the preparatory stage, the stage of development, the implementation stage and the stage of control over performed activities. An example of the method of projects implementation at the Ukrainian language lessons at the profession-oriented school is an integrated project of a documentary script “Through the history pages of my town”. According to the classification features it is an integrated, telecommunication, group, long-term project. It requires from pupils knowledge in the Ukrainian language (genre features of the script, toponymy of the town), the world history, the history of Ukraine and a native land in particular, computer science (construction of the video), the Ukrainian literature (coverage of events in the literature).

Key words: the project method, the profession-oriented school, integrated knowledge and skills, the integrated project, the stages of work at the project.

One of the main trends of professional identity formation in the modern context is the transition to subject-oriented instruction that provides the program “Education (Ukraine of XXI century)”, provisions of the National Doctrine of Education in Ukraine, State standards of language education, educational concepts, including

concepts of cognitive and communicative methods of the Ukrainian language teaching and subject-oriented instruction in high school.

Introduction of the subject-oriented level in the senior school allows to create a basis not only for individualization and differentiation of the Ukrainian language learning content and effective training of secondary schools leavers to thorough acquisition of higher educational establishments curricula, but also provides a “communicative competence formation of a profession oriented school graduator, that allows for the ability to use Ukrainian communicatively suitable in different situations, especially in further professional communication, accumulate national linguistic traditions, communicative ethics, respect and honour the language of their nation” [8, c. 5].

It is beyond exception that the profession-oriented differentiation in senior classes allows to test effective methods and forms of training and education, support and develop educational interests of graduates, encourage their professional self-determination [2, p. 77]. One of these methods that “is a set of educational and cognitive actions which allow to solve a problem on the basis of students' creative research, and provides a presentation of the obtained results in the form of specific educational product” [5, p. 125], is a project method. Doing a project, upper form pupils learn to acquire information from various sources, assimilate and display it, apply cognitive and creative activity methods through the language, explore the world, give their own assessment to what having been heard or read. Thus, during the project a linguistic identity is formed – “a person with expressive language resources, produces it in different situations and respects it, cares about its preservation and development, so a student during school study should become such a person” [7, p. 30].

The efficiency of the project method during the study of certain disciplines is covered in the works of L. Varzatska, T. Medvedeva, V. Nyscheta, V. Pivtora, N. Podranetska, O. Sadovnikova, N. Solodyuk, V. Shulyar and others (“The Ukrainian language” and “The Ukrainian literature”) and so on. In their writings, the scientists analyzed the state of the problem development, tried to generalize some

views on the interpretation of the term "project method", identify types of the projects and determine the ways of implementation in accordance with the outlined objectives. It should be noted that despite a great amount of researches devoted to the problem of project method using in the educational process, the ways of its use as a medium of instruction of Ukrainian in profession-oriented school are not elicited in modern linguodidactics. It determined the timeliness and choice of the research topic.

The purpose of the article is to analyze the pedagogical, psychological and methodological literature on the chosen issue, determine the ways of project method using at the Ukrainian language lessons in a profession-oriented school.

Scientific literature analysis allows to claim that researchers do not agree in the definition of "project method", in particular, it is interpreted as: – an integrated educational method that allows to individualize the learning process, gives a student the opportunity to express self-dependence in planning, organizing and controlling his activity (G. Selevko);

– a set of techniques for mastering a certain branch of practical or theoretical knowledge, this or that activity; the way of knowing, the method of knowing way organization, the way to achieve a didactic aim through the detailed development of the issue (technology), which should be finished with a real practical result, framed up properly (E. Polat);

– system of education in which students acquire knowledge and skills in the process of planning and practical tasks implementation – projects that gradually become more complicated (L. Porokhnya).

So, in the centre of the project method there is a subjective pupils' behaviour on the basis of activity approach, the basis for its implementation is substantive and socio-cultural knowledge and skills gained earlier, skills formed on their own (or under the supervision of a language and literature teacher) to plan their own learning activity, work with information sources, analyze and summarize the acquired information, on its basis generate ideas and implement them. An important advantage of this method during the implementation of integrated education is that it allows you to activate training process, increases the pupils' productivity, provides independent

solution to the problem, hence the “a pupil adapts the educational system for himself, to his abilities, character, temperament, creating his own teaching methods, as well as his own system of knowledge and skills” [3, p. 129].

Logic of the study requires taking into account the criteria of project method using at the Ukrainian language lessons in upper forms separated out by N. Solodyuk: presence a meaningful problem in the context of research, creative plan, that requires integrated knowledge, research to find its solution; practical, theoretical, cognitive significance of expected results (the newspaper, almanac, etc.); structuring the activity according to the classic stages of projection; using research methods (statistical, observations, etc.); problem definition, objectives of the study; hypothesizing, their solution; discussion the ways of outcomes arrangement (presentations, reviews, etc.); the opportunity to put forward new problems of the study; independent pupils' activity (individual, paired, group) [9].

Classification criteria by which scientists distinguish projects types are also diverse. In particular, Z. Bakum, O. Goroshkina, O. Kyrychuk, E. Polat, N. Solodyuk and others bring out the following types of projects: by domineering activity (research, role, informative, creative, applied, practical and organizational); by the number of subjects, knowledge of which will be necessary for project creation (monosubjective and integrated); by the number of participants (personal, paired, group), by the duration (mini-projects, short term, weekly, long term); by the nature of partner interactions between participants (cooperative, competitive).

Recently, with the computer technologies development educational telecommunication projects become especially relevant, which refers to a common teaching and learning, research, creative activity of students-partners, organized on the basis of computer communications, unified by common problem, purpose, caused by the methods and ways of solving the problem focused on the general results achievement [1, p. 229 – 230]. We entirely share Z. Bakum's point of view that telecommunication projects have advantages, since the project participants and the organizers always keep communication and instant information exchange, the project may cover a large area, the modern information technology are used – one more

additional incentive to involve students into the research activity. The specificity of telecommunication projects consists in the fact that they are inherently always interdisciplinary, because solving a problem inherent in each project requires integrated knowledge.

We support the point of view of researchers (A. Konyshva, O. Kucheruk etc.) that the implementation of this method involves the use of a wide range of problem, study and research methods, clearly focused on the real practical effect, significant for each student who participates in project development as well as development of a problem in whole, taking into account various factors, conditions and implementation of the results. In particular, information projects are often integrated into research projects and become their part, therefore, in actual practice, we have to deal with mixed types of projects [4, p. 73; 5, p. 125].

The structure of the project method consistently determined the studying stages for pupils. Thus, O. Goroshkina identifies the following stages: the preparatory and motivational stage (defining a goal and objectives, shortlisting of project participants); the planning stage (outlining a problem, choosing a name of the project, defining the content and amount of information sources, tasks division between students at the stages of project activity) takes place at afterschool time; the stage of decision alternative (systematization and generalization of processed information, correcting plan activities) takes place at afterschool time; the stage of carrying out the project and its final product design takes place at afterschool time; the reflective stage (analysis and self reflection made by participants of the project activity) takes place at afterschool time; the stage of the project defense (a project presentation, a performance report, a report etc.; collective evaluation of the results of the final product). The project defense lasts during a lesson or takes a part of the lesson [2, p. 211].

Z. Bakum in a result of testing pilot study identified the following stages of the project: the initial stage (choice of a project theme, its type, the number of participants, identification of problems that is important to investigate within the outlined subject, formulating questions, creating situations that contribute to the

definition of problems); the stage of development (discussion of possible research methods, self-dependent information search, creation of the scheme of final result, making creative decisions); the stage of the project implementation (integration and accumulation of all integration based on the theme and purpose, video-audio development of the project, preparation of visual-graphic material, organizing interim reports of the data groups at the lessons); completion of the project (collective discussion, examination findings and presentation of other students) Completion (its collective discussion, expert evaluation, conclusions, and presentation to other pupils) [1, p. 227].

These stages are adjacent with O. Kucheruk's developed model of using the method of projects. Thus, the researcher focuses on awareness of the project tasks to relevant topics; phased work on the project: creative processing of information texts, analysis of material, mastering of speech stamps, synthesis; defense of projects by pupils; general discussion of projects; reflection of learning activities; summarizing academic work, evaluation according to nominations, etc. [5, p. 127].

Taking into account all the stages of the project, we distinguish basic four of them: the preparatory stage, the stage of development, the implementation stage and the stage of control over performed activities.

An example of the method of projects implementation at the Ukrainian language lessons at the profession-oriented school is an integrated project of a documentary script "Through the history pages of my town". According to the classification features it is an integrated, telecommunication, group, long-term project. It requires from pupils knowledge in the Ukrainian language (genre features of the script, toponymy of the town), the world history, the history of Ukraine and a native land in particular, computer science (construction of the video), the Ukrainian literature (coverage of events in the literature).

Project objectives:

- conduce pupils to master genre characteristics of a scenario;

- intensify research skills of high school pupils about names origin of settlements of the region, analysis and systematization of information about events that took place in a populated place for a certain period of time;

- to teach pupils to determine the impact of certain historical events on the course of history in general and the region in particular etc.

The result is the script of a documentary film about the events that occurred in the region during the World War II. The source database of the project was memories and interviews of people who live in the region, archival data, articles in periodicals and works of fiction. The script preparation was conducted at the lessons and at afterschool time providing all pupils with a choice of group which they want to work and which tasks appeal to their abilities and preferences.

Each stage of the project had its own characteristics. During the *preparatory stage* pupils together with a teacher determined the purpose and objectives of the project in whole and each group in particular, the distribution of responsibilities among project participants (e.g. literary critics had to process imaginative writings have been chosen by the teacher for the analysis; scriptwriters – to find out genre features of the script, journalists – to interview the residents, etc.); analyzed the outlined problems.

The purpose of the *development stage* is data collection, its systematization and generalization, refinement of the activity plan, actually project conducting, its design. Analyzing the stages of project preparation, V. Nyscheta recommends closely follow the logic of pupils' thoughts, correct their mental activity, tactfully correct errors without imposing own views, express the wish, direct the activities of pupils, turn them to certain conclusions, if expressed views are too pragmatic, motivated by adolescent maximalism. It is advisable to create conditions that arise in pupils the impression that they may find the "right" way on their own to make pupils feel relaxed, at ease, saying not what they think they are wanted to hear, but what they really think that is provided by their ideological position [6].

The *implementation stage* is responsible for pupils, because it provides the generalization of the results of the project; its public defense, and therefore requires

from pupils the accumulation of skills to represent the main idea of the film for a short period of time – to create its trailer viewing which pupils and teachers would like to read the script, posted on the school website.

The *stage of control* over accomplished work requires from high school pupils collective introspection of the project namely clarifying feasibility of the performed work.

Evaluation of the project was carried out according to the identified criteria by scientists and language and literature-teachers: awareness of each project participant significance, relevance of nominated problems; correctness of the methods of research; activity of the project participants according to their individual abilities; the collective nature of the decisions taken; the nature of communication and mutual help of the project participants; involving knowledge from other sciences; evidence level, ability to ground their opinions.

Thus, the project method, unlike traditional methods, does not provide the same guidelines and instructions for the general activity of all pupils in the class. The main purpose of its use in profession-oriented classes is to provide a compelling motivation of collective and self-learning activities of pupils, integrate disciplines of various fields, promote to research skills development, and finally – to create a “situation of success” at the lesson.

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Груба Т. Л.

Використання методу проектів на уроках української мови в профільній школі

У статті представлено комплексний аналіз педагогічної, психологічної та методичної літератури з обраної теми, уточнено зміст поняття «метод проектів», визначено етапи та шляхи застосування методу проектів на уроках української мови в профільній школі. На основі аналізу й синтезу наукових студій автор доходить висновку, що в центрі проектного методу – суб'єктна поведінка учнів на основі діяльнісного підходу, основою для реалізації якого є раніше набуті старшокласниками навчально-предметні і соціокультурні знання, сформовані вміння і навички самостійно (або під керівництвом учителя-словесника) планувати власну навчальну діяльність, працювати з інформаційними джерелами, аналізувати й узагальнювати отриману інформацію, на її підставі генерувати ідеї та втілювати їх. Беручи до уваги всі проаналізовані етапи роботи над проектом, дослідниця виділяє чотири основних: підготовчий етап, етап розроблення, етап реалізації й етап контролю за здійсненою діяльністю. Як приклад реалізації методу проектів на уроках української мови в профільній школі наведено інтегрований проект «Сценарій документального фільму „Сторінками історії мого міста?”». За класифікаційними ознаками це інтегрований, телекомунікаційний, груповий, довготривалий проект, що вимагає від учнів знань з української мови (жанрові особливості сценарію, топоніміку міста), зі світової історії, історії України і рідного краю зокрема, інформатики (побудова відеофрагменту), української літератури (висвітлення подій у художній літературі).

Ключові слова: метод проектів, профільна школа, інтегровані знання й навички, інтегрований проект, етапи роботи над проектом.

Грубая Т. Л.

Использование метода проектов на уроках украинского языка в профильной школе

В статье представлен комплексный анализ педагогической, психологической и методической литературы по выбранной теме, уточнено содержание понятия «метод проектов», определены этапы и пути применения метода проектов на уроках украинского языка в профильной школе. На основе анализа и синтеза научных исследований автор приходит к выводу, что в центре проектного метода – субъектное поведение учащихся на основе деятельностного подхода, основой для реализации которого является ранее приобретенные старшеклассниками учебно-предметные и социокультурные знания, сформированные умения и навыки самостоятельно (или под руководством учителя-словесника) планировать свою учебную деятельность, работать с информационными источниками, анализировать и обобщать полученную информацию, на ее основании генерировать идеи и воплощать их. Принимая во внимание все проанализированные этапы работы над проектом, автор выделяет четыре основных: подготовительный этап, этап разработки, этап реализации и этап контроля за совершенной деятельностью. В качестве

примера реализации метода проектов на уроках украинского языка в профильной школе приведен интегрированный проект «Сценарий документального фильма „По страницам истории моего города”». По классификационным признакам это интегрированный, телекоммуникационный, групповой, долгосрочный проект, требующий от учащихся знаний по украинскому языку (жанровые особенности сценария топонимику города), из мировой истории, истории Украины и родного края в частности, информатики (построение видеофрагмента), украинской литературы (освещение событий в художественной литературе).

Ключевые слова: метод проектов, профильная школа, интегрированные знания и навыки, интегрированный проект, этапы работы над проектом.

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