

O. V. Polinok, Borys Grinchenko Kyiv University

**IMPLEMENTATION OF THE PROJECT-BASED METHOD
AS AN EFFICIENT MEANS OF TEACHING UKRAINIAN
TO SENIOR PUPILS: APPLIED ASPECTS**

Polinok O. V.

Implementation of the Project-Based Method as an Efficient Means of Teaching Ukrainian to Senior Pupils: Applied Aspects

The article defines the linguodidactic conditions for the use of the project method as an effective means of teaching the Ukrainian language to senior pupils, the content of the concepts "project method", "project activity" is indicated. It is emphasized that in linguodidactics the project method is defined as a pedagogical technology that includes a set of methods as a learning system. While subjective behavior of students dominates on the basis of the activity approach throughout all stages of the implementation of the project method. The author argues that while working on projects important for the formation of grammatical competence class has 10 students independent work with text, aimed at increasing the literacy of students forming the subject and key competencies. It is stressed that the development of students' intellectual abilities and their creative thinking is possible provided that the project activity is realized in the lessons of the Ukrainian language, which reveals the person's personal potential, helps determine his own interests, goals, opportunities and is directed to help in overcoming social, psychological, personal difficulties. It is proved that the use of creative projects is an important means of developing students' creative activity, their intellectual skills in the process of teaching grammar, organized in a manner in dependent work of the project is the formation of the tenth skills independently, purpose fully working, creative approach to the use of different sources of information, analyze and combine material, make logical conclusions and use them to obtain practical results.

Key words: method of projects, creative project, grammatical competence of students, a means of teaching Ukrainian language to senior pupils.

Modern Ukrainian linguodidactics establishes a goal of elaborating efficient educational technologies able to ensure not only intensive mastering the linguistic knowledge system but also the formation of independent knowledge acquisition skills while effecting individual creative research as well as self-actualization skills.

The basic subject matter of the article is defining linguodidactic conditions for implementing the project-based method as an efficient means of teaching Ukrainian to senior pupils and specifying the content of the concepts "project-based method" and "project activities".

The review of the relevant research issues indicates that such pedagogic categories as "project-based method" and "project activities" are widely applied in the academic literature, which indicates involvement of the research community in both construing content descriptions and establishing functions of the notions under consideration. The analysis of the scientific attitudes to the definition of the term "project-based method" reveals extraordinary diversity in its interpretation. It seems to be rather complicated to determine the core component in the meaning of the notion "project-based method", since the scholars tend to interpret it rather broadly. Moreover, confusion and discrepancies in construing this concept can be observed, which result in ambiguity of the definition. The review of the psychological-and-pedagogic literature enables distinguishing a number of approaches which establish the content of the concept "project-based method". Most researchers view the mentioned notion as a means of attaining the didactic goal by way of introducing efficient educational technologies. Some scientists determine the project-based method as a set of methods or as a teaching system. Meanwhile, students' subjective behavior dominates in view of the activity approach throughout all stages of the project-based method implementation.

Scientists studying the issue, namely, Bakum Z., Holub N., Horoshkina O., Hrubá T., Karaman O., Karaman S., Kucheruk O., Okunevych T., Omelchuk S., Pentyliuk M., Polat Ye., Pometun O., Sysoieva S., etc. assume the project-based method should be defined as an educational technology, whereas this method as well as technology implies employing a range of various creative methods, notably research, retrieval and problem-based ones.

The analysis of the psychological-and-pedagogic literature enables distinguishing a number of approaches which establish the content of the concept "project-based method". Most researchers, namely, Bakum Z., Horoshkina O.,

Hrubá T., Karaman O., Karaman S., Kucheruk O., Okunevych T., Omelchuk S., Pentyliuk M., Popova L., etc. view the mentioned notion as a means of attaining the didactic goal by way of introducing efficient educational technologies. Some scientists, notably Polat Ye., Pometun O., Sysoieva S., etc. determine the project-based method as a set of methods or as a teaching system. Meanwhile, students' subjective behavior dominates in view of the activity approach throughout all stages of the project-based method implementation.

Actually, in linguodidactic literature the project-based method is defined as:

- an educational system enabling the pupils acquire knowledge and skills while planning and performing practical assignments, i.e. gradually advancing projects [4, p 304];

- a means of all-round intellectual and cognitive development, fostering creative abilities, autonomy and preparation for professional activities; a method involving dealing with an important issue and resolving the problem independently [1, p. 251];

- a method incorporating a range of the production-and-training procedures enabling tackling a particular task due to the autonomous activities of the pupils. A presentation of findings and results is mandatory [7];

- a means of attaining a didactic aim by way of elaborating the problem or technology which is expected to result in a tangible and practical outcomes represented in some manner or other [5];

- a complex learning procedure comprising a set of learning-and-cognitive activities enhancing tackling a particular task on the basis of the pupils' creative research and implying the presentation of the attained results in the form of a particular educational output, namely, a project [2, p. 125];

- a personally-oriented teaching method based upon the autonomous activities of the pupils in dealing with the task and representing its practical result by some means or other [6, p. 12].

Forming senior pupils' grammatical competence at the lessons of the Ukrainian language along with implementing project-based methods enables drawing to a

conclusion that the teaching-and-educational process is dynamic, diverse and psychologically balanced. It enhances formation of both self-development motivation and positive relationships between the participants of the project activities, development of both organizational and creative abilities of the pupils and enrichment of their personal experience.

Carrying out projects in the process of teaching grammar as well as their defense in problem groups allows the pupils to acquire knowledge independently, to deal with various issues of information, moreover, while implementing the project senior pupils are systematically involved in communication.

Taking into consideration all peculiarities of a project (reviewing original sources, factual practical relevance and tangible outcomes) enhanced increasing their relative importance in the process of linguistic theory acquisition. For instance, while mastering complicated and highly abstract grammatical phenomena the pupils are capable of grasping them better if they are involved into compiling a reading book of linguistic miniatures cited from popular science printed editions and internet resources. Some samples relating to the topic "Morphology" are represented to illustrate the aforesaid.

Cases of Nouns

Nouns comprise seven cases. It is a great treasure. The Nominative Case is the main case. Being the main one it has to demonstrate an example of industrious work to other cases. Dignified cases refuse the help of pronouns, thus the Nominative Case and the Vocative Case consistently fulfill grammatical tasks in sentences autonomously and scrupulously.

However, there are champions among the cases. The absolute champion in terms of the number of prepositions is the Genitive Case (Vykhovanets I.).

Sworn Brothers

Some words are lucky. Just like some people are. For instance, nouns are often lucky. The luck of nouns is in their inseparability with numerals. Yes, with numerals. Numerals always stand ready to help nouns show the quantity of objects. Anytime

and in any weather in the case of necessity nouns should just take a look in the direction of their sworn brothers or beg them “Please”. And all at once numerals turn up. They are reliable friends (Vykhovanets I.).

A Miraculous Dream

Andrii saw a miraculous dream. He seemed to be in a spacious hall with a round table therein and some pupils were sitting at it debating what an adverb was.

The first pupil said it was a specific form of a verb since it possessed main attributes of verbs as well as such intrinsic ones as aspect, tense and transitivity.

Having heard the arguments of the first pupil attentively the second one responded:

- I presume, adverbs derive from adjectives inasmuch as they resemble each other like twins. And in the text it is difficult to differentiate them since they are modified similarly, notably they have genders, numbers and cases.

The third one said:

- I believe, an adverb is a separate part of speech. A verb is a verb; an adjective is an adjective though it possesses their features but it became separate a long time ago.

And what do you think? (Kryvin F.).

The tasks might get complicated and diversified. Firstly, the pupils select linguistic miniatures available in specialized sources, namely, in popular science printed editions (Vykhovanets I. Klymenko N., Rusanivskyi M.). After a while they can produce linguistic miniatures on their own or transform the existing ones, complete them and make them more elaborate. The final outcome of the class work is a reading book comprised of 20 – 30 linguistic miniatures.

The projects are defended in groups. This is a creative task which takes the form of a business game. Needless to say, the project is defended in Ukrainian. In the preparatory process on the basis of professionally-oriented texts the essential specialized vocabulary is introduced and drilled, the scope of grammar necessary for

building up a phrase is revised. In addition to a positive attitude toward leaning Ukrainian the project-based method enables the efficient use of Ukrainian in routine professionally-oriented situations.

The course of projects defense implies a broad discussion on the decisions in Ukrainian. Acquiring debating skills in the form of a dialogue or polylogue is a prerequisite for the cooperative work on the project done in small groups. Professional competence, professionally-oriented thinking and speech are formed most effectively in discussions; in debates controversies of a productive nature are being revealed, arguments and counterarguments are being put forward and the logic of evidences of one's ground is being formed. At the same time the pupils learn to consider a professionally-oriented problem from every angle, reflect on it and articulate their positions in Ukrainian. Consequently, the participants of the projects are expected to acquire skills of supporting one's own point of view, put forward counterarguments to the opponents, support the debate, prove briefly and make compromise.

Creative projects are being extensively used by language and literature teachers of our city. Thus, in Kyiv at a specialized school No 252 named after Vasyl Symonenko a project of average duration "My ideal neighbourhood" was implemented. In its course the pupils were expected to propose variants for renaming streets and quarters of their neighbourhood (the stages of the project work are represented schematically). The neighbourhood where the pupils live and study got the names "Bright", "Comfortable" and "Obolonskyi". The street named after Marshall Tymoshenko was renamed by the pupils and got the name "The road of knyaz". They explained it by the fact the army of the Kievan knyaz used to pass along this road on many occasions.

Shops, clubs and libraries located within the neighbourhood also got interesting names. Specific layout of a city block and the availability of greenfield sites therein were criteria for the nominations.

School practice proves that in order to gain good performance while implementing project-based methods it is crucial to take into account pieces of advice

formulated by specialists in didactics concerning adhering to the linguodidactic demands. In academic literature the following essential requirements relating to implementation of the project-based methods implementing are envisaged:

- The availability of a meaningful research or creative task or problem to be solved involving exercising integrated knowledge and research skills;
- Practical, theoretical and cognitive relevance of the outcomes envisaged;
- Independent (pair and group) activities of the pupils;
- Determination of the final outcome of the projects (common and individual)
- Specifying the scope of fundamental knowledge from various spheres required to cope with the project;
- Application of research methods, notably hypothesizing, analysis of the data acquired, brainstorming, etc;
- Outcomes of the finished projects should be properly finalized and represented (in the form of a scrapbook, presentation, almanac, etc.) [3; 4; 5; 7].

In the process of fulfilling the project independent work with texts is of great significance regarding the formation of the tenth graders' grammatical competence. Such type of work aims at improving literacy and forming both subject and key competences. Texts provide the content framework for mastering various types of communicative activities, set the pattern for building grammatical and syntactical structures and constitute an example for structural-and-speech composition of utterances. In the course of the project-based method implementation it is expedient to select texts on various subject matters, notably socio-political, country-specific and professionally-oriented. Working with texts generates motivation for deliberate acquiring of the theoretical scope of knowledge and getting new social and cultural information. Incorporating texts of diverse styles enables the pupils to get some idea of the stylistic variety of speech; moreover, it enhances the development of skills of creating stylistically varied texts and expands the scope of their communicative abilities.

The projects involving fulfillment of autonomous research tasks proved to be of particular interest for students. Such assignments facilitate the development of not

only grammatical competence but also research and communicative ones due to regular work of senior pupils on synopses, annotations, linguistic reports and notes. Needless to say, the pupils familiarize themselves with the relevant requirements.

Overall, autonomous work on the project organized in the aforesaid way enhanced developing the skills of independent and goal-oriented functioning, creative using of various information sources, analyzing and combining the material, drawing logical conclusions and applying them for getting practical results.

References

1. **Abashyna N. S.** Rozvytok klyuchovykh zhyttyevykh kompetentsiy cherez metod proektiv [Development of Key Life Competences through the Project Method]. Kyiv, *Departament*. 2003. Pp. 257 – 258. (ukr)
2. **Vlasyuk O.** Proektna diyal'nist' – perspektyva rozvytku osobystosti [The Project Activity – the Prospect of the Personal Development]. Kyiv, *Departament*. 2008. 520 p. (ukr)
3. **Horoshkina O. M.** Linhvodydaktychni zasady navchannya ukrayins'koyi movy v starshykh klasakh pryrodnycho-matematychnoho profilyu: monohrafiya [Linguodidactic Principles of Teaching Ukrainian Language in Classes with Natural-Mathematical Profile]. Luhansk, *Alma-mater*. 2004. 362 p. (ukr)
4. **Huzalova O. V.** Psykholoho-pedahohichni umovy rozvytku tvorchoho myslennya maybutnikh fakhivtsiv [Psychological and Pedagogical Conditions of Development of Creative Thinking of Future Specialists]. *Naukovyy visnyk PDPU imeni K. D. Ushyns'koho*. Odesa. 2007. No. 12. Pp. 28 – 39. (ukr)
5. **Dialohy pro standarty** [Dialogues about the Standards]. *Upravlinnya osvitoju. – Special'nyy vypusk*. 2003. 32 p. (ukr)
6. **Entsyklopediya osvity** [Encyclopedia of Education]. Kyiv, *Yurinkom Inter*. 2008. 1040 p. (ukr)
7. **Zahumennov Yu.** Osobystisno zoriyentovani tekhnolohiyi v osviti [Individually Oriented Technologies in Education]. *Pidruchnyk dlya dyrektora*. 2005. No. 9 – 10. Pp. 10 – 24. (ukr)

Полінок О. В.

Застосування методу проектів як ефективного засобу навчання української мови старшокласників: прикладний аспект

У статті визначено лінгводидактичні умови застосування методу проектів як ефективного засобу навчання української мови старшокласників, обґрунтовано змістове наповнення понять «метод проектів», «проектна діяльність». Акцентовано, що в лінгводидактиці характеризують метод проектів як педагогічну технологію, що включає в себе сукупність методів; як систему навчання; домінанта відводиться суб'єктній поведінці учнів на основі діяльнісного підходу впродовж усіх етапів реалізації методу проектів. Наголошено, що розвиток інтелектуальних здібностей учнів, їхнього творчого мислення можливий за умови реалізації на уроках української мови проектної діяльності, що розкриває особистісний потенціал людини, сприяє визначенню її власних інтересів, цілей, можливостей і спрямовується на допомогу в подоланні соціальних, психологічних, особистісних труднощів. Автор переконує, що під час роботи над проектами важливе значення для формування граматичної компетентності учнів 10 класу має самостійна робота з текстом, спрямована на підвищення грамотності учнів, формування предметних і ключових компетентностей. Доведено, що важливим засобом розвитку творчої діяльності учнів, їхніх інтелектуальних умінь у процесі навчання граматики є застосування творчих проектів, організована в такий спосіб самостійна робота з проектами забезпечує формування в десятикласників умінь самостійно, цілеспрямовано працювати, творчо підходити до використання різноманітних джерел інформації, аналізувати й комбінувати матеріал, робити логічні висновки та використовувати їх для отримання практичних результатів.

Ключові слова: метод проектів, творчий проект, граматична компетентність учнів, засіб навчання української мови старшокласників.

Полинок Е. В.

Применение метода проектов как эффективного средства обучения украинскому языку старшекласников: прикладной аспект

В статье определено лингводидактические условия применения метода проектов как эффективного средства обучения украинскому языку старшекласников, обоснованно смысловое наполнение понятий «метод проектов», «проектная деятельность». Акцентируется, что в лингводидактике характеризуют метод проектов как педагогическую технологию, которая включает в себя совокупность методов; как систему обучения; доминанта отводится субъектной поведению учащихся на основе деятельностного подхода на всех этапах реализации метода проектов. Отмечено, что развитие интеллектуальных способностей учащихся, их творческого мышления возможно при условии реализации на уроках украинского языка проектной деятельности, которая раскрывает личностный потенциал человека, способствует определению ее собственных интересов, целей, возможностей и

направляется на помощь в преодолении социальных, психологических, личностных проблем. Автор утверждает, что во время работы над проектами важное значение для формирования грамматической компетентности учащихся 10 класса имеет самостоятельная работа с текстом, направленная на повышение грамотности учащихся, формирование предметных и ключевых компетентностей. Доказано, что важным средством развития творческой деятельности учащихся, их интеллектуальных умений в процессе обучения грамматике является применение творческих проектов, а организованная таким образом самостоятельная работа с проектами обеспечивает формирование в десятиклассников умений самостоятельно, целенаправленно работать, творчески подходить к использованию различных источников информации, анализировать и комбинировать материал, делать логические выводы и использовать их для получения практических результатов.

Ключевые слова: метод проектов, творческий проект, грамматическая компетентность учащихся, средство обучения украинскому языку старшеклассников.

Information about the author

Polinok Olena Volodyvyrivna – applicant for a degree of Department of the Ukrainian Language, Borys Grinchenko Kyiv University.

The article was received by the Editorial Office on 24.05.2016.

The article was put into print on 24.06.2016.

Peer review: S. O. Karaman, Doctor of Pedagogical Sciences, Professor