

PROJECT METHODS AS A MEANS OF PROSPECTIVE ENGLISH TEACHER'S CREATIVITY

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Abstract: *The article discusses the main provisions of the project methodology, and the possibility of using it in English language classes in universities, in particular as one of the means of forming cross-cultural competence. Furthermore, the article reveals the importance of project methods for forming English teachers' creativity. Also, the purpose of research is not only the project-based methods put forward in the first place the student's awareness, but also the ability to solve problems that arise in real-life situations. With implementing the project method into the practice of education, teachers should recall full comprehension of its concepts, goals and objectives.*

Keywords: *project methods, methodology, English language, teachers, creativity, awareness, cross-cultural communication.*

In connection with the integration of our education system into the world educational system, education is faced with the task of finding and introducing new approaches to teaching various disciplines that are called upon to meet fully the urgent needs of both the reformed society and each individual.

In light of these requirements, the increasing importance of acquires project-based training approach. This approach aims to create projects that tie together the acquisition of theoretical knowledge and their practical use in solving specific problems and problem situations. Dwell on the detailed on the essential characteristics of the project methods and the possibilities of using English language in the classroom. The project method is not fundamentally but in world pedagogy. It is originated in the 1920s in the United States and successfully developed through due to the pedagogical ideas of the American teacher and psychologist J. Dewey [2,3]. Project learning was directed to find ways, ways to develop active independent thinking of the child to teach not only memorize and reproduce knowledge, which the school gives, but also to be able to apply them to practice. The general principle is based on the project method, is consisted in the renewal of the direct connection of educational material with the life experience of students in their active informative and creative joint activities [3].

In our practice, we have sufficient precisely we often use the project method, trying take into account all the above theoretical provisions. The main idea of using the project

method when teaching a foreign language is to shift the focus from a different type of exercise, training for active mental activity that require for their registration of ownership for certain language means. Therefore in practical lessons in English in senior courses in the course of studying on a specific topic, teacher is planning a presentation and protection of projects. Projects themes offered by teacher, not only a solution to socially and personally significant problems, arouses the interest of students in their solution, but also contribute to the formation of cross-cultural competence. Understanding languages and cultures are closely related to the formation of linguistic and cultural competence is also important to start using the project method when teaching a non-native language. Teaching English should be carried out inseparably with other subjects, taking into account their specifics. Project method helps to realize this idea. In preparation project, students turn to various subjects and aspects in a foreign language, which significantly expands their vocabulary, contributes to the intensification process of development of communicative skills of foreign language communication and forms a linguistic and cultural competence [8]. Projects give us the opportunity to involve students in real international communication. However, the curriculum and programs of the institutes oblige the teaching staff to adhere to certain educational standards. In order not to get out of the schedule of the educational process, teacher can offer to choose the most relevant and interesting topics of training manuals and transform them into project topics, and turn the key questions of the units into a start up, from which the trainees will start their search necessary information.

Cross-cultural competence consists of knowledge of cultural characteristics and norms of behavior, characteristic not only for their country, but also for countries of the target language, assuming the ability to compare; from the skills of making the right choice a strong line of behavior [7]. Hence the themes / problems of projects are selected in such a way that in the course of their implementation, the students make a comparison, contrast in different phenomena, is revealed similarities and differences. Besides, feature of the application of the design methodology in higher education institution is that it allows more to proceed from interests for students, their needs, and therefore the topics of future projects are formulated by the students themselves. The content aspects of teaching the subject, focusing on the areas of interest of students will influence their motivational sphere [8]. Work on each project, as already noted earlier, it is carried out in several stages: preparation specific (goal setting and planning), basic (research), presentation and evaluation. In addition to choosing a topic, during the discussion, students are correct enough formulate the purpose, objectives, content and nature project.

It can be stated that in the course of such a construction of the educational process knowledge, skills, skills will remain stronger than what are obtained in the course of normal classroom work, so how the implementation of the project corresponds to the real

opportunities of students, their needs and on the other hand, it is personally significant for them and creates conditions for the manifestation of creative activeness and independence. The independent application of knowledge is not an integral part of any competence. Moreover, the project method activates the individual dual characteristics of students, character traits: purposefulness, perseverance, curiosity hardness, hard work, tolerance, sociability; between teacher and student are created special trusting, partnership relations.

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