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ПРОЄКТНА ТЕХНОЛОГІЯ В МЕТОДИЦІ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація. Стаття присвячена дослідженню потенціалу застосування проєктної технології у процесі навчання української мови за професійним спрямуванням майбутніх фахівців педагогічної галузі. Для досягнення мети дослідження використано комплекс методів: аналіз та систематизація наукових джерел – для з'ясування ступеня розкриття проблеми, методи візуалізації та узагальнення – для розкриття етапів реалізації дослідницького підходу та визначення тематики проєктної діяльності студентів у курсі української мови за професійним спрямуванням.

Акцентовано на методиці використання інформаційних, прикладних і дослідницьких проєктів у межах аналізованої технології навчання. На основі аналізу наукового інформаційного простору проблеми визначено основні різновиди проєктної діяльності, що можуть застосовуватися під час навчання української мови за професійним спрямуванням, з'ясовано їх завдання, узгодженість з етапами реалізації дослідницького підходу в контексті аналізованої навчальної дисципліни. Авторське бачення поетапної реалізації дослідницького підходу в контексті навчання української мови за професійним спрямуванням взято за основу формування тематики проєктної діяльності в курсі української мови за професійним спрямуванням. акцентовано на основних умовах ефективності реалізації проєктної технології навчання у межах курсу: перспективна форма постановки завдання, фахове спрямування тематики проєктів з окресленням їх прикладного застосування, чіткий алгоритм виконання, критерії оцінювання, обов'язковість прилюдної презентації результатів. Відзначено, що зміст і алгоритм проєктування відображає основні аспекти навчання через дослідження, а тому виступає базовим методом реалізації дослідницького підходу в контексті української мови за професійним спрямуванням.

Ключові слова: проєктна технологія навчання, дослідницький підхід, українська мова за професійним спрямуванням, компетентність, інформаційний проєкт, прикладний проєкт, дослідницький проєкт.

THE PROJECT-BASED LEARNING TECHNOLOGY IN THE METHODOLOGY OF TEACHING UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

Abstract. The article focuses on studying the potential of application of the project-based technology in the process of teaching Ukrainian Language for Professional Purposes to future specialists in the pedagogical sphere. In order to achieve the aim of the research, a set of methods has been used: analysis and systematization of scientific sources to elucidate the stage of solving the issue; visualization and generalization to clarify the stages of implementation of the research approach and define the theme of the project-based activity of students within the Ukrainian Language for Professional Purposes course.

The methodology of using informational, applied and research projects within the analyzed teaching technology is emphasized. On the basis of analysis of the scientific information space of the issue, the main types of project-based activity that can be used in the process of teaching Ukrainian Language for Professional Purposes have been determined, their aim and consistency with the stages of implementation of the research approach in the context of the analyzed academic discipline have been established. The author's view of the gradual implementation of the research approach in the context of teaching Ukrainian Language for Professional Purposes has been taken as the basis for creation of the theme of the project-based activity within the discipline, and the main conditions for efficiency of implementation of the project-based learning technology within the course are emphasized: the prospective form of task statement, professional direction of the themes of projects with outlines of their applied use, a clear algorithm of implementation, assessment criteria, and compulsory public presentation of results. It is pointed out that the content and the algorithm of projecting depict the main aspects of teaching through research and therefore are the fundamental method of implementation of the research approach in the context of Ukrainian Language for Professional Purposes.

Keywords: project-based learning technology, research approach, Ukrainian Language for Professional Purposes, competence, information project, applied project, research project.



INTRODUCTION

The problem formulation. The necessity of improving the quality of education has always been prioritized in the methodology of teaching Ukrainian Language for Professional Purposes since the establishment of this academic course. Modern pedagogues consider the project-based technology to be the most efficient, as the main function of an educational project is the communicative one. Formation of the professional speech of specialists in any sphere is based primarily on improving the communicative competence.

The methodology of application of the informational, applied and research projects within the analyzed technology of teaching Ukrainian Language for Professional Purposes requires specific attention in this context. Formation of a project envisages research into a certain topic, collection of material, its creative transformation, arrangement and presentation of the end product. The content and the algorithm of projecting depict the key aspects of teaching through research and therefore are the core method of implementation of the research approach in the context of Ukrainian Language for Professional Purposes.

Analysis of recent research and publications. Despite the relevance of the issue and its broad examination in different spheres of pedagogical science, the methodology of Ukrainian Language for Professional Purposes includes only three scientific publications focused on the project-based activity of students within the course. Characterizing the method of projects as the main element of the pedagogical project-based technology, O. Tieliezhkina (2014, p. 142) defines its aim as creation of special conditions for independent work of students regarding acquisition of knowledge, communicative and research skills and development of systems thinking. The author proposes applying the educational project to the "Lexical Norms of Professional Communication" topic, in particular to studying the phenomenon of synonymy of terms. The end product is defined as a thesaurus and a graphical depiction of the essence of terminological synonymy.

Formation of rhetorical skills of students through project-based activity at Ukrainian Language for Professional Purposes classes is emphasized in the work of N. Kukhar & L. Prokopchuk (2018). The researchers consider the ease and naturalness of the communicative environment that arises in the process of addressing the challenges of a project to be an advantage of this method. O. Prykhodko (2020) believes the method of projects to be one of the effective ways of professional development of future specialists. Emphasizing the materiality of the results of a project-based work, the author outlines the methodology of preparation of the project "The Language of Advertisement on the Streets of Kyiv City". As can be seen, the project-based activity of students at pedagogical institutions of higher education during the study of Ukrainian Language for Professional Purposes is fragmentarily elucidated in the scientific information space and requires systemic processing.

RESEARCH AIM AND TASKS

The aim of the article is examination of the opportunities for using the project-based learning technology in the process of teaching the Ukrainian Language for Professional Purposes course to future specialists in the pedagogical sphere.

Achievement of the goal envisages addressing the following challenges:

- 1) determination of the main types of project-based activity that can be used in the process of teaching Ukrainian Language for Professional Purposes;
- 2) coordination of the types of project-based work with the stages of implementation of the research approach in the context of the analyzed academic discipline;
- 3) formation of the theme of project-based activity in the course of Ukrainian Language for Professional Purposes;
- 4) determination of the main conditions for efficiency of the project-based activity of students at pedagogical institutions of higher education.

RESEARCH METHODS:

In order to achieve the aim of the research, a set of methods has been used: analysis and systematization of scientific sources to elucidate the stage of solving the issue; visualization and generalization to clarify the stages of implementation of the research approach and define the theme of the project-based activity of students within the Ukrainian Language for Professional Purposes course.

RESULTS OF THE RESEARCH

Based on the core interpretation of the method of projects as "a way to achieve a didactic aim through a detailed study of the issue, which has to end with a real, tangible result" (Fedorchuk, 2006, p. 57), the most accessible and efficient types of project-based activity within the Ukrainian Language for Professional Purposes course have been defined as the informational, applied, and research ones.

The author's view of gradual implementation of the research approach in the context of teaching Ukrainian Language for Professional Purposes is elaborated in the published article "The Research Approach in the Context of Teaching Ukrainian Language for Professional Purposes", as well as visualized schematically in Figure 1.

In view of the objective factors (the academic semester, the number of hours, the level of formation of required competences) that have an impact on implementation of the research approach to teaching the discipline, an informational project is considered to be the introductory type of project-based work. Its objective is collection, analysis and generalization of material on a certain topic in the course and presentation of the results. An informational project is based on the primary stage of research activity (orientation in the information space, formation of a terminological basis) and is aimed at developing the skills of information processing and critical thinking (the 2nd stage). The method permits studying both the programmatic topics of the course and additional ones during independent working. A PowerPoint presentation is a product of an informational project.

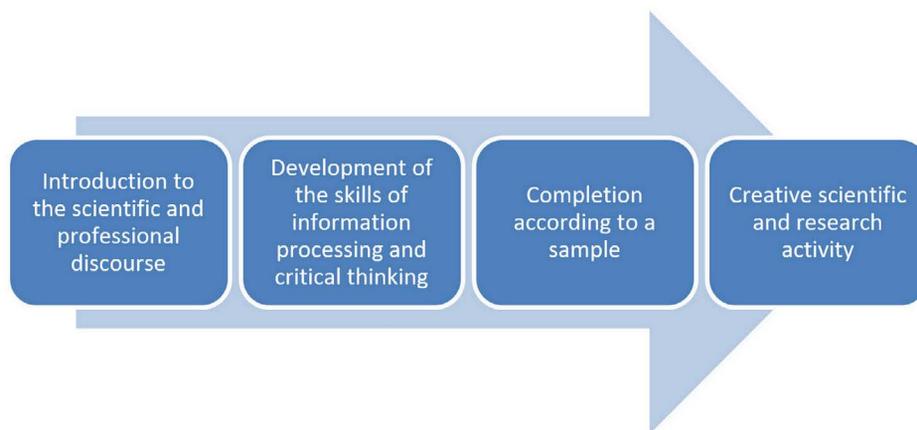


Figure 1. Stages of implementation of the research approach in the context of Ukrainian Language for Professional Purposes (Humeniuk, 2021)

Source: the author's work.

Applied project-based activity envisages receiving a product (result) that has been defined beforehand and is aimed at the interests of its participants. In the context of Ukrainian Language for Professional Purposes, such products are a collection of texts of different styles (content module 1), an individual folder with business documentation samples (content module 2), and a terminological dictionary of the discipline (content module 3). An applied project is implemented at the 3rd stage of research activity, since it is done according to a sample (template) and has a clearly defined algorithm of completion.

A research project is a result of creative activity of students at the 4th stage of implementation of the research approach to teaching Ukrainian Language for Professional Purposes. It is done in the process of studying the third content module of the discipline, after mastering the peculiarities of the scientific style, forms of organization of scientific activity results and requirements for writing a scientific article. Selection of the topic of a project is conducted individually, taking into account the professional interests of students. The product of a research project in the context of Ukrainian Language for Professional Purposes includes theses presented at a scientific student conference and article publication. Table 1 depicts the recommended project themes, which facilitate achieving the programmatic results of teaching the course.

Table 1

The Themes of Project-Based Activity in the Ukrainian Language for Professional Purposes Course

№ з/п	Project type	Project name	Project content	Result
1.	Informational	The syntax of a teacher's professional speech	Selection and systematization of syntactic peculiarities of the spoken pedagogical language	A Microsoft PowerPoint presentation
		Profession in the mirror of language	The impact of the level of a pedagogue's communicative competence on relations in the community, professional growth, etc.	A Microsoft PowerPoint presentation
		The letter "Г" in the Ukrainian language	Elucidation of the origin and peculiarities of the letter "Г" usage	A Microsoft PowerPoint presentation
		Cases of names, surnames and patronymics	Systematization of the main norms and usage in documents	A Microsoft PowerPoint presentation
2.	Applied	Stylistic arrangement of texts	Elucidation of the essence of a concept in different styles	A collection of texts (group work)
		Nonverbal means of communication	Creation of a bank of photo illustrations with interpretation of nonverbal means	A manual
		An individual folder with samples of business documentation	Arrangement of documents that are defined by the program according to the DSTU 4163-2020.	A document folder
		A terminological dictionary of the discipline	Compilation of a glossary on the course topics	A dictionary (team-work)



3.	Research	Linguistic mistakes in scientific works of students	Writing a scientific article on the basis of research into scientific works of students	Theses / an article
		Amusing notices	Selection of real notices (photographs) with violations of the literary norms of the Ukrainian language	A photo collage
		The preposition "По" in the Ukrainian language	Comparative analysis of preposition constructions in the Ukrainian and Russian languages	A memento for the teacher
		Literary editing of professional text	Editing texts of the professional direction, classification of common mistakes	A handbook of the correct word usage

Source: the author's work.

On the basis of analysis of scientific sources and practice in organization of project-based activity of students of the pedagogical faculty within the Ukrainian Language for Professional Purposes course, the main conditions for its efficiency have been outlined:

- 1) the prospective form of task statement: announcement of the themes of projects, their content, reporting forms, terms and peculiarities of completion during the first practical class;
- 2) professional direction of the themes of projects with outlines of their applied use;
- 3) a clear algorithm of implementation;
- 4) assessment criteria;
- 5) compulsory public presentation of results.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, although the use of the project-based learning technology in the methodology of teaching Ukrainian Language for Professional Purposes is a scarcely studied sector of linguodidactics, it demonstrates a significant potential not only in the direction of formation of the communicative competence but also other components of the competence paradigm, in particular the general scientific, discourse, informational and technologic, terminological, documentation ones, etc. The prospects for further scientific investigations are in elucidation of the ways of using the information and communications technology in the context of implementation of the research approach to teaching.

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