Introduction

This chapter discusses the general characteristics of the project-based approach to learning foreign languages. The project form of work is one of the most relevant techniques that allows you to apply the accumulated subject knowledge. Students can see, understand and use the results obtained from project work in real-life practical activities.

The possibility of interactive foreign language teaching in universities based on the model of independent student project work is studied. Consider the general model of interactive learning; it has been proven that search-based teaching, supplemented by student interaction in a digital environment, allows students to autonomously acquire knowledge, collect and research information. Using a project approach to organize work independent of search can increase students' interest in research activities and motivation to learn a foreign language.

Examples of digital resources used to create the final product of project activities are given and the problematic aspects of project-based learning are briefly described. The project method, as a collaborative learning practice, has proven to allow us to effectively follow the principles of an individual-to-individual approach, which helps to reveal the fullest possible creative potential of students. The project method is considered a special form of communicative and cognitive activity when learning a foreign language; it creates conditions for students to collaborate creatively.

[3]***Authors:*** *Hural Oksana*
41 sheets, 82311 printed signs, 2,06 author's sheets

3.1. Relevance of the research topic.

The strategic objective of reforming and modernizing education in Ukraine is to create an conducive, innovative educational environment in educational institutions through the introduction of the most effective teaching technologies. Today's productive education in Ukraine is a powerful catalyst for personal creative energy, the desire to be productive, the development of creative abilities, and one of the most significant methods of learning is the project method. Having traversed the evolutionary spectrum, the project method is considered a progression of educational technology that is intended to promote the spiritual and professional development of the individual, learn how to different research and creative endeavors. As a form of educational learning that is productive, it promotes the creative nature of the activities in which students are able to realize their full potential in a jointly developed product. So in connection with the growth of international contacts and the interest of students, one of the most important tasks facing foreign language teachers is the intensification of the learning process. Therefore, along with the well-known methods (grammatical translation, audio-lingual, direct), newer methods (problematic, project) are actively used. The history of foreign language teaching methods has always been interested in the search for the most rational method of teaching,

The objective of the article is to discuss the evolution of the subject "English language for special purposes", as well as the development of project learning, as a form of advanced discipline. It will be important to look at this directly from the perspective of linguistics, pragmatics, and didactics and to demonstrate the most productive development directly from the perspective of foreign language in a non-university university.

Our objective is to investigate the procedure of implementing a project-based approach in the teaching of a foreign language to students at the University of Paths by emphasizing the search activity of students in an interactive mode.

Project-based foreign language learning is an innovative approach that has gained popularity in teaching English for Specific Purposes (ESP) at technical

universities. This method involves structuring language learning around projects or tasks related to the students' field of study or future profession (Avci, H., 2017).

In this approach, students engage in authentic, real-world tasks that require them to use English language skills in practical contexts relevant to their discipline. For example, engineering students might work on a project to design a bridge, while students in computer science might develop a software application. These projects provide meaningful contexts for language learning and allow students to apply language skills in authentic situations.

One of the key advantages of project-based learning is its ability to promote interdisciplinary collaboration and problem-solving skills. Students often work in teams, simulating real workplace environments where they must communicate and collaborate with colleagues from different backgrounds. This not only enhances their language skills but also fosters teamwork and leadership abilities.

Furthermore, project-based learning encourages student autonomy and self-directed learning. Students take ownership of their projects, setting goals, managing their time, and making decisions independently. This autonomy motivates students to actively engage with the language and take responsibility for their own learning.

Additionally, project-based learning allows for the integration of technology and multimedia resources, enriching the learning experience. Students may use digital tools, such as online research databases, video conferencing, or presentation software, to enhance their projects and communicate their ideas effectively.

Overall, project-based foreign language learning offers a dynamic and effective approach to teaching ESP at technical universities. By providing authentic learning experiences, promoting interdisciplinary collaboration, fostering student autonomy, and integrating technology, this method equips students with the language skills and competencies needed for success in their future careers (Avci, H., 2017).

Also, it's important to highlight some additional benefits and considerations.

One significant advantage of this approach is its ability to bridge the gap between theory and practice. By working on real-world projects related to their field of study, students can immediately apply the language skills they learn in the classroom to

practical situations. This not only reinforces language learning but also deepens their understanding of technical concepts and professional practices.

Moreover, project-based learning encourages creativity and innovation. Students are encouraged to brainstorm ideas, think critically, and problem-solve, which fosters creativity and innovation. This is especially valuable in technical fields where creativity is often essential for solving complex problems and developing new technologies.

Besides, project-based learning promotes cultural awareness and intercultural competence. Through collaborative projects with peers from diverse cultural backgrounds, students gain exposure to different perspectives and ways of thinking. This fosters cultural sensitivity and prepares students for future international collaboration in their careers.

However, implementing project-based foreign language learning can also present challenges. It requires careful planning and coordination to ensure that projects are aligned with learning objectives, appropriately scaffolded, and effectively assessed. Also, managing group dynamics and ensuring equal participation can be challenging, especially in diverse and multicultural classroom settings (Avci, H., 2017).

Despite these challenges, project-based foreign language learning offers numerous benefits for teaching ESP at technical universities. By providing authentic, interdisciplinary, and collaborative learning experiences, it equips students with the language skills, technical knowledge, and professional competencies needed for success in today's globalized and interconnected world (Chien C., 2010).

3.2. The Basic Concept of English for Specific Purposes (ESP)

The term English for Special/Specific Purposes (ESP) emerged in the 1960s in predominantly English-speaking countries as both an academic guide and an original form of the English language that met the needs of students. The direct focus on English language proficiency (ESP) is already well underway in Denmark. This is reflected in

university programs that offer a master's course in this country (for example, The University of Birmingham and Aston University in Great Britain), and the emergence of a large number of study programs for foreign students.

There are specialized journals (for example, «English for Specific Purposes: An International Journal»), several scientific publications (ESP SIG group in IATEFL and TESOL), and international conferences are held. The teaching of foreign languages is a significant component of modern higher education. Senior experts must be able to read original literature in their field, engage in scientific conversations, and have the ability to summarize, comment, and independently retrieve necessary information in English.

All this enables a person to become a successful and competent expert in his or her field of expertise, with the opportunity to stay abreast of the latest important and interesting science and technology news through foreign websites and other foreign information sources. The purpose of studying foreign languages is to help master's students (future experts in the field) acquire the necessary vocabulary material to make monologue and conversational presentations of a scientific and business nature. If we consider the main stages of the development of the concept of "English for Specific Purposes", it should be noted that T. Hutchinson and A. Waters, who laid the foundations for modern profile-oriented teaching methods, pointed out three main stages: Determinants of the development of ESP (Hutchinson T.,1997).

The first is a historical event that promotes the development of international cooperation in the field of science and technology at a fundamentally new level, and the role of the United States, and therefore the English language, in the international arena has sharply increased.

The second cause that had a significant impact on the evolution of ESP was the fundamental changes to linguistics the focus of which was the functioning of language in real communication. The existence of a language in a particular area prompted scientists to believe that it could be possible to teach away from the English language in general, but a limited area of its use, concentrating on forms specific to it. In the late 60s and early 70s, the concept of English for Science and Technology (EST) arose, and

contributions to the development of this field were made by J. J. R. Latorre, L. Ever, L. Selinker, L. Trimble, J. Swales. Finally, T. Hutchinson and A. Waters call psychology the third factor that caused the rapid development of ESP (Allwright R. L., 1992).

More and more attention of researchers was paid to the student, his learning strategies, individual style of activity, system of motives, needs and interests. Thus, ESP teaching has become primarily learner-centered or learning-centered.

Numerous reasons that influenced the formation of the modern state of the English language couldn't but lead to the emergence of numerous approaches and methods of teaching English with special purposes. For example, D. Carver identifies three types of English for special purposes: English as a Restricted Language (English for limited use), English for Academic and Occupational Purposes (EAOP, English for educational and professional purposes), and English with Specific Topics (Special). English) (Carver D.,1993).

For the second type of English used for academic and professional purposes, there are two approaches. D Carver believes that it is the core of ESP, which limits its development. T. Hutchinson and A. Waters proposed a tree classification (Hutchinson T., Waters A., 1997), in which ESP was divided into English for Science and Technology (EST), Business and Economic English (EBE) and English for Social Studies (ESS), and was replaced by English including academic purposes English (EAP) and English for Occupations (EOP).

For example of an EST EOP would be "English for Technicians," and an EST EAP would be "English for Medical Studies." The authors note that no precise line of demarcation can be drawn between EAP and EOP because (1) people may work and study at the same time; (2) it is likely that language structures learned for use in a learning situation will be used when returning to work.

Obviously, the goal of studying both EAP and EOP is to develop job skills and get a job, although the ways to achieve this goal are different. EAP aims to develop the learner's cognitive competence, while EOP focuses on interpersonal professional communication skills. Instead of EOP, the term EPP (English for Professional

Purposes) is also used.

The third type of ESP - special English (English with specific topics) - is associated with the immediate needs of the student in using English in certain professional communication situations. For example, a scientist can learn English, which he will need to read scientific literature and participate in conferences.

Despite the fact that the study and teaching of English for special purposes (specialized education) has existed as an interdisciplinary approach for more than 40 years, researchers and practitioners still argue about the scope of the concept ESP (English for special/specific purposes).

A number of scientists consider ESP teaching to be teaching English for any predetermined purposes, others - only for academic or narrowly professional ones. The most general approach, characteristic of the English-speaking scientific community, was proposed by T. Dudley-Evans (Dudley-Evans T., 1998).

Currently, various cutting-edge technologies are being employed to investigate a foreign language in higher education, these technologies have a positive effect on the educational process.

3.3. Project methodology and its impact on the studying success

The most common technologies are: project technology, collaborative learning, interview technology, Internet technology, debate technology, game technology, technology of using the "student's language portfolio", computer technology, video technology, simulation, case — technology, etc.

Research methods: pedagogical observation of the university educational process of teaching a foreign language, analysis of scientific literature. In general, each method has its objective value.

However, at all times the methods used studied in various educational institutions, were dependent on the social order of society, which influenced the purpose and content of learning foreign languages and even the choice of one or

another language.

The method of projecting originated in the latter half of the 20th century in the U.S. American educators and philosophers E. Collings, U. Kilpatrick, D. Dewey, and others were involved in the scientific description of the project method. Publications by O. Avramenko, V. Berbets, T. Berbets, A. Vdovichenko, A. Kaspersky, O. Kobernyk, V. Sydorenko, A. Tereshchuk, L. Khomenko, S. Yashchuk were published in domestic periodicals, which reveal the content and the importance of project activities in the educational process (Hodovanets′ N., 2014).

Scientific work observes the study of the project method as a means of implementing person-centered learning by T. Bashynska, L. Botko, T. Volkovska, S. Sysoieva, Z. Taran, O. Copernicus, and others. A wide-ranging coverage of the project method as a pedagogical technology, which includes a set of problem-based research methods of the creative direction, is revealed in the scientific works of O. Pometun, L. Pirozhenko, O. Rybina, S. Sysoieva, and others. In particular, the definition of the project method as a complex educational method can be traced (B. Gershunsky, P. A. Karachev, N. Matiash, G. Selevko, S. Sysoieva, etc. method of teaching (I. Bem, A. Khutorsky).

Modern pedagogy reveals views on the content, structure, typology of the project method, stages and the specifics of its application in the educational process (K. Bakhanov, V. Huzeyev, A. Kaspersky, V. Kuritsyna, O. Pekhota, L. Pirozhenko, O. Pometun, O. Savchenko, H. Selevko, L. Serhieieva, M. Skatkina, etc.).

Ukrainian and American teachers have different ways of understanding the nature of the project approach. The difference was that Ukrainian educators recognized the paramount importance of the project method in the creation of significant qualities that society valued of the individual (collectivism, socio-political activity, hard work, persistence in achieving the goal, etc.), while their American colleagues emphasized the development of the student's individual adaptive response to the situation. The value of the project method, from the point of view of American pedagogues, was the possibility of individualizing learning by relying on the subjective experience and cognitive interests of students (Hordyeyeva A.Y., 2007).

In the educational encyclopedia's Dictionary of Education, the method of project is described as a learning system that involves students in the planning and execution of practical tasks that are increasingly difficult. The authors claim that "the historical experience of approbation of this method shows that this pedagogical technology should not be dominant, but should be naturally integrated into the educational process along with other educational methods and technologies (Canale, M., 1983).

Understanding A.A. Khromov's is also worth paying attention to project method serves as a learning system, a flexible model for organizing the educational process, focusing on the creative self-realization of the student's personality and the development of intellectual and physical abilities (Cheung, D., 1997). While working on the project, there was a creative process of generating ideas, as well as direct communication in the foreign language between students and teachers and with each other. Students learn to lead discussions, listen to their interlocutors and defend their own opinions. N. Kocheturova emphasized the following features of language learning programs:

- Use language in situations that are as close as possible to real communication conditions;

– Emphasis on students' independent work (individual and group);

– The choice of topics is of great interest and directness to students. It has nothing to do with the conditions under which the project is implemented;

– Select language materials, task types and workflow according to the project theme and purpose; visually present the results (Thurstun J.,1998).

With the development of computer technology, the project-based method of learning a foreign language has become increasingly widespread. Modern technologies provide support to students, develop thinking, teach them to obtain the necessary information, work in a team, accept the motivation of another opinion, identify and increase their point of view, overcome the fear syndrome, increase self-esteem and create advantages for learning a foreign language.

Thus, the study and teaching of English for special purposes is characterized by an interdisciplinary approach, with the needs of the student, the analysis of typical

professional communicative situations, awareness of the difference between creating a text and its understanding, studying the system of attitudes of the author of the text, and the principles of effective communication that are apparent.

Achieving the set practical goals is impossible without combining, on the basis of new technologies, the efforts of various sciences: linguistics, psychology, pragmatics, pedagogy.

Therefore, the purpose of training is to cultivate students' ability to select and implement speech behavior programs according to communicative situations, especially the ability to realize speech intentions, thereby making it possible to establish connections and mutual understanding with others; Understand the structural elements of language and the ability to use them in various communication situations; Have a set of language organization formulas necessary for communication.

One of the productive approaches is to bring together the popular science sphere and ESP education, leading to their mutual enrichment. Popular science publications are expanding their audience, increasing their impact on various layers of modern society, reaching the international level.

Students of English for special purposes receive at their disposal multimedia material related to various fields of science and technology, become the part of the international community, and enter into active interaction with the authors and readers of these publications.

Critical understanding of study material contributes to the development of necessary skills and competencies, resulting in linguistic, sociocultural, communication and professional competencies.

A look at the contributions of foreign language by students is even more different. Teachers should begin the initial process as a structured beginning behind a plan, if students are interested in independently completing all the difficulties in the beginning and understand their relevance and the need to work in an online format.

It's important to emphasize the role of the instructor in facilitating project-based foreign language learning. Teachers play a crucial role in guiding students through the project process, providing language support, scaffolding learning tasks, and offering

feedback on language use and project content.

Furthermore, professional development opportunities for instructors are essential to ensure effective implementation of project-based learning. Training programs can help educators develop the necessary skills and knowledge to design and facilitate project-based language learning experiences effectively (Cheng, X. J., 2017).

Ongoing assessment and evaluation are vital components of project-based foreign language learning. Assessment should be authentic, varied, and aligned with learning objectives, focusing on both language proficiency and project outcomes. This allows educators to monitor student progress, identify areas for improvement, and provide timely feedback to support student learning (Avci, H., 2017).

In conclusion, project-based foreign language learning offers a dynamic and engaging approach to teaching ESP at technical universities. By integrating language learning with authentic projects related to students' fields of study, this approach prepares students for the language demands of their future careers while promoting critical thinking, collaboration, and intercultural competence. With careful planning, effective instruction, and ongoing assessment, project-based foreign language learning can be a highly effective pedagogical strategy in technical education contexts.

Let's delve deeper into some additional aspects of project-based foreign language learning (Cheng, X. J., 2017):

Authenticity. One of the key strengths of project-based learning is its emphasis on authentic tasks and contexts. By engaging students in real-world projects relevant to their discipline, this approach enhances motivation and promotes deeper learning. Students are more likely to see the relevance of language skills when they are applied to tasks that mirror professional situations they may encounter in their future careers.

Language Integration. Project-based learning naturally integrates language learning with content knowledge and skills. Students not only develop language proficiency but also gain subject-specific vocabulary and terminology. This integrated approach fosters holistic language development and helps students communicate effectively in technical contexts.

Flexibility. Project-based learning allows for flexibility in instruction and

assessment. Educators can tailor projects to meet the diverse needs and interests of students, accommodating different learning styles and abilities. Additionally, projects can be adapted to address specific language learning goals, such as grammar, vocabulary, or communication skills.

Lifelong learning skills. Beyond language proficiency, project-based learning cultivates a range of essential lifelong skills. These may include critical thinking, problem-solving, collaboration, time management, and digital literacy. By engaging in complex, open-ended projects, students develop transferable skills that are valuable in both academic and professional settings.

Motivation and engagement. Project-based learning is inherently motivating for students as it allows them to take ownership of their learning and pursue topics of interest. By working on meaningful projects that have real-world relevance, students are more engaged and invested in their learning journey. This intrinsic motivation can lead to deeper understanding and retention of language skills and content knowledge.

Overall, project-based foreign language learning offers a holistic approach to language education that prepares students for the challenges and opportunities of the modern world. By combining language learning with authentic projects, this approach equips students with the skills, knowledge, and confidence they need to succeed in academic, professional, and personal contexts.

The key word of the pedagogical process is development, that becomes the essential concept of learning. All developed countries in the world have realized that reforming education systems is necessary in present time.

It is important that students become central figures in the educational process so that students' cognitive activity is at the center attention of teacher-researchers so that young people can think independently, study, work with information, independently improve your knowledge and skills in different areas, acquiring new ones knowledge, profession, because you will have to do this with your entire conscious life.

The attraction to non-traditional forms of education presupposes the teacher's influence on each student's activities and his participation in active educational and practical activities. The project method is one of the most organic and effective forms

of English teaching. During project work, students participate in work organized by teachers. At the same time, the student is active, showing creativity, rather than being a passive executor of the teacher's will. The project approach requires adequate preparation not only of students, but also of teachers and the entire student body. Working on this leads to the development of communication skills, eliminates the formal attitude towards a foreign language, brings to life the idea of interactive and integrated learning, increases the student's opportunities for independent work, and creates initiative and interest in the subject.

While working on a project, every student participant, even the weakest linguistically and less active psychologically, has the opportunity to show your imagination, creativity, activity and independence. Project activities eliminate formal nature of students' language learning and enhances their interaction for achieving practical results in language teaching. There is currently a lot of talk about finding new pedagogical technologies, methods and teaching aids that would corresponded to updated content and educational standards.

Project method is one of the widely known pedagogical technologies and one of the problematic methods of learning a foreign language. In this research on the concept of "project method" and "project methodology" are synonyms.

The project method is an approach to achieving teaching objectives through the detailed development of problems (techniques) designed to formally produce very real, tangible practical results in some way. To answer the question "What is a project method?" it is necessary to highlight its characteristics. It is important that project work is organized in such a way that the most favorable conditions are created for the presentation and development of students' creative potential.

The main idea of this foreign language teaching method is to shift the focus from various exercises to students' active psychological activities, and the development of such activities requires the mastery of certain language means. The project method therefore helps to transform the foreign language classroom into a discussion and research club, solving really interesting problems that have practical significance and are easily understandable by the students, taking into account the specificities of the

country's culture and, where possible, in Foundations of intercultural interaction.

A modern foreign language teacher working in a non-language university major is constantly looking for new ideas to improve the quality of foreign language education for future graduates.The higher the student's level of preparation, the more difficult the task. Since specialization of training has proven to be effective for the development of communication skills in foreign languages, it is important to create conditions that are as realistic as possible for professional communication in foreign languages.

Project activities require the teacher to be able to create conditions for the expansion of students' cognitive interests and, on this basis, to provide them with opportunities for self-education in the process of practical application of knowledge. The teacher should be a generator of the development of students' interests and their creative potential. In the process of project management, the teacher performs the following roles: an enthusiast, because he motivates, supports, directs work on the project; a specialist, because he is a carrier of knowledge in several areas; manager (especially in questions time planning, drawing up a schedule, which indicates the deadline, the amount of time allocated to work on the project); expert, as he conducts a clear analysis of the results of the work performed and the consultant. During the inspection of the project, its evaluation should pay attention not only to the use of language, but also to the degree of the student's creativity and originality of approaches during the implementation of the project. Independent work thus becomes an invisible part of the initial process aimed at forming and developing the student's characteristics at motivating him to continue the initial process and self-development. And also, to achieve this goal, a variety of interactive methods are required, which have now begun to actively develop. Interactive learning is a unique form of organizing cognitive activity, it is also known as a form of learning, conducted as a joint endeavor between students. All participants participate in the interaction between each other, exchanging information, solving problems, and simulating situations. They also have an actual business atmosphere that is conducive to collaboration. Students become equal participants in interaction with the teacher, and the teacher moves to a more democratic

style of conducting classes.

It is in the interactive form of conducting any classes that the personal aspects of professional competencies are formed to a greater extent.

Interactive teaching at a university involves the use of visual, communicative and search methods that are characterized by a high degree of student participation in the educational process and constant interaction between student and teacher.

The reproductive-visual teaching method is based on the general didactic principle of visibility, which is currently implemented through the widespread use of visualization elements of the content studied in the program, for example, video materials.

Conducting classroom discussions on video listening is an example of the use of a communicative method that involves students in interaction in a foreign language. We will focus on the search method used in the process of interdisciplinary professionally oriented research. The search method is especially relevant when carrying out project work for students. In a global sense, our world and we ourselves develop through the implementation of large and small projects, as a result of which the product of project activity is created. Carrying out projects and preparing associated presentations and reports are the most commonly used educational practices for implementing the search method in higher education.

The widespread use of information technologies in the modern world requires their inclusion in the educational process, and it is the project method that can successfully combine their use in the interpersonal communication of students.

Recently, the project method has become more frequently employed in the teaching of foreign languages as a result of a rational combination of theoretical knowledge and practical applications that address specific issues in students' projects.

The growth of students' cognitive abilities, the capacity to construct their knowledge on their own and travel through the information space, the development of critical thinking and the ability to reach higher levels of thinking during project activities led to the increased popularity of the project method in the teaching of foreign languages.

The project approach contributes to the strengthening of the individualization of the learning process, the search for an optimal combination of theory and practice, and the actualization of the existing knowledge and skills of students.

This type of activity is characterized by cooperative or group learning, in which the principle of "teaching - learning" applies, because in the process of this activity, the assets of each student necessarily become the assets of the entire group.

However, it's important to remember that in order to address the issue associated with the project, students must have a certain amount of intellectual, creative and communication abilities:

• the ability to work with a foreign text, organize, define, identify and reproduce the material;

• ability to classify, compare, interpret and transform acquired information and knowledge;

• the ability to operate with information, establish relationships, apply the acquired knowledge in practice to solve the task.

As a result, the effective implementation of the project method necessitates significant training, which is conducted in a holistic system of educational attainment that involves the university. Students' tasks and activities should be planned so that the learning process is aimed at changes in the levels of mental activity, at the formation of not just thinking, but high-level thinking skills, namely:

• analysis skills (to be able to identify and contrast parts, establish relationships between them, criticize, experiment, differentiate, test and be able to make inferences);

• synthesis skills (be able to put parts together to form a single whole, formulate, develop and propose ideas, classify and schematize data, put forward and discuss a hypothesis, plan and establish a course of action, prepare and draw up a report);

• assessment skills (being able to identify values and use already known criteria, compare, prove and reasonedly defend an opinion, lead a discussion and conduct an assessment).

Why is the use of project methodology becoming so popular in modern higher educational institutions? Let's try to answer this question, focusing on the key positives

of the practical application of the project method in learning a foreign language.

The main goal of using the project method in foreign language teaching is to enable students to effectively master foreign language communication skills. Its concepts include the following:

• Language skills – provides opportunities to demonstrate communication skills in all types of language activities: listening, speaking, writing, reading, translating within a specific topic;

• Sociocultural competence – developing ideas about the sociocultural characteristics of the country in which the language is being learned;

• Language proficiency – students' mastery of vocabulary units on a topic as an essential foundation for the development of speaking skills;

• Teaching and cognitive skills – educational activities to improve the mastery of foreign languages;

• Compensatory competencies – the development of skills for getting out of difficult situations when language resources are scarce;

• Information competence, which is manifested in the ability to independently work with reference literature, independently find the necessary information in various fields of knowledge;

• Creative ability as a means of measuring communicativeficiency in a foreign language at a specific level. The method of projecting demonstrates that "learning together is not only more simple and more intriguing, but it is also more effective.

Additionally, project-based learning has the following effects: increasing students' personal faith; developing the "team spirit", developing communication abilities and the capacity to collaborate, providing a mechanism for critical thinking, the capacity to seek solutions to problems, and developing students' research abilities.

Based on the content analysis of the works of leading scholars and practitioners, we have identified a detailed typology of educational projects according to various classification criteria:

- by the type of endeavor that predominates the project (investigation, search, creativity, role-playing, practical applications, informational games, familiarization,

etc.);

- by the subject or content area of knowledge (mono-project, interdisciplinary project); by the way content is implemented (direct, indirect);

- Through the nature of the contacts (participants of the same group, educational institutions, cities);

- by the number of participants (individuals, pairs, groups);

- by the length of the project (ngắn term, medium term, long term);

-by the degree of difficulty: simple, complex, complex (which includes two or more sub projects or involves more sub projects or different types of creative endeavors);

- by the nature of partnerships between the design participants (cooperative, competitive, competitive);

- by the nature of the target setting: embodiment of an idea or plan; obtaining aesthetic pleasure; overcoming intellectual obstacles; acquisition of new knowledge and experience; professional orientation (communication, environmental, social); interdependence with other projects (separate, cross-cutting, spiral, similar); level of independence of implementation with other projects (separate, cross-cutting, spiral, similar);

- By the degree to which they are independent of performance (along with the teacher; with other students and the teacher; with other students without the guidance of the teacher; with other students without the teacher's guidance; mostly independently);

- by the time of performance: during study time (current, final); in extracurricular time; partially in academic and extracurricular time;

- by the final result (material personal);

- by the form and methods of organisation (practical work, business game, etc.);

- by basic characteristics: creation (production), related to labor activities; consumers (travel preparation, information services, etc.); problem-solving projects (research); project exercises (education and training projects aimed at mastering certain skills) (Nunan, D.,1999).

Let's take a closer look at some of them.

Research projects - the main activity is research, they have a structure close to that of a scientific study, they include the relevance and formulation of the research problem, its topic and theme, the formulation of a plan, the solution, clear objectives, the selection of methodology and hypotheses, the application of appropriate research methods and sources of information, processing and systematization of the results obtained and discussion (abstracts, articles, scientific conference presentations, theses, analytical works, studies and generalizations of promising teaching experiences, theses).

The creative project does not provide a detailed structure of the joint activities, but only an agreement on the planned outcomes and presentation format. It can be a work, a movie, a newspaper, a video, a vacation, a game, an adventure, etc. The results of creative projects should be presented in the form of video scripts, thesis plans, articles, reports. Holiday programs, designs, newspaper columns, photo albums.

Role-playing projects are structured like creative projects and remain open until the end of the work. The type and content of the project is determined by the role of the participant (literary character, fictional character).

The projects have a very high level of creativity and are heavily role-playing. The results of these projects are planned at the beginning of the project or become apparent only at the end of the project. Information projects are designed to collect, summarize and analyze information about phenomena or objects.

The structure of the project includes:

a) Relevance, purpose, sources of information;

b) Information processing (analysis, summary, comparison, conclusion);

c) Results (articles, abstracts, reports, videos, etc.);

d) Presentation (publications, conference call discussions, etc.).

An awareness project is a type of information project that is integrated into a research project and is an integral part (module) of it. They are conducted for the purpose of information search and analysis.

The structure is similar to subject research project, the following is determined:

the subject of information search, the phasing of the search with the stages of the search with the designation of intermediate results; analysis of the collected facts, formulation of general conclusions; search for information in certain areas, analysis of new facts, generalisation, conclusions; general conclusion, presentation of results (discussion, presentation, external evaluation).

Practice-oriented projects - imply that the outcome of the activities of their participants is determined at the very beginning and is focused on the social interests of the participants. The project has a clearly defined structure, scenario of participants' activities with the definition of their functions, participation of each participant in the design of the final in the design of the final product.

In this project, it is important to organise coordination work and discuss it step by step; adjust efforts both jointly and individually; organisation of the results obtained and their implementation in practice.

Therefore, the main requirement for using the project method in the educational process is: the definition of a problematic task (situation), the solution of which requires a critical and comprehensive analysis of its theoretical, practical and cognitive implications. Project; organization of students' research work (individual, pairs, groups); design of the content part of the project and determination of step-by-step results; selection of research methods research methods; information collection, systematization, analysis; discussion of work results (presentations, publications, website, etc.); design and presentation of results; project evaluation; conclusions, identification of promising areas for further research.

Common to all types of projects is an emphasis on student involvement in active work, collaboration and responsibility.

3.4. The stages of organising and implementing learning projects

There are certain stages to follow when organising and implementing learning projects:

Organisational and orientation stage. The functions of the teacher are to increase the motivation of the participants, forming a microgroup, assisting in defining the purpose and objectives of the project, developing a plan for the implementation of the idea, defining criteria for evaluating activities at all stages. The student's tasks are: to define the purpose and objectives of the project, developing a work plan, and finding the information necessary to start work.

Technological and implementation stage. The teacher: advises on the content of the project, assists in the generalisation of materials, introduces the rules of project design, stimulates students' mental activity, monitors the practical actions of the performers and evaluates the intermediate results of each participant, monitors the joint activities. Student: collects, analyses and systematises information, discusses it in microgroups, proposes and tests hypotheses, carries out the practical part of the project, makes a layout or model of the project, and conducts self-monitoring.

Resulting and generalising. The teacher advises on the preparation of a report on the work done, the procedure for defending the project, acts as an expert, analyses the work done, evaluates the contribution of each of the participants. The student, in turn, prepares a package of documents and an information stand on the project results, prepares a presentation of the results of the work.

Presentational and creative. The teacher evaluates the results of the work. When preparing a presentation, the student must to report on the following main issues: introduction (topic, purpose, objectives of the educational project), results of the educational project, conclusions. The presentation of the educational project can be presented in the form of a poster, on which the authors present a selection of materials in the original form (multimedia presentation, mini-textbook).

Presenting projects. It takes place in the form of a presentation (10-15 minutes), during which students present the results of their work, describe the methods and techniques used to obtain information, report on the problems that arose during the project, demonstrate the acquired knowledge, skills, and creative and creative potential. The most important achievement that students receive in the process of defending projects is the formation of skills of public speaking and presentation of the result of

their work (project product), confirmation of their own competence.

Assessment criteria serve as the basis for ensuring the quality implementation of the project objectives, they should be communicated to the students in advance and determined individually for each individual assignment. For the highest quality result, the teacher should formulate clear criteria for evaluating the results of work on each participant's project, namely:

a) depth of understanding and awareness of the project goals and stages of work on;

b) completeness of coverage;

c) logical presentation;

d) non-standard approaches to the solution;

e) presentation of information;

f) communicative culture;

g) language culture during the presentation.

When evaluating a project, you should also consider the student's personal qualities: level of self-esteem, ability to make informed decisions and understand their consequences; ability to determine the importance and relevance of the issues posed; the appropriateness of the research methods used and the processing of the results; activity during the project, the ability to argue their conclusions, answer questions from opponents; design the results of the project.

Equally important in educational project design is expert (external) evaluation (teachers, classmates, students of parallel groups, senior students, representatives of other institutions). When developing evaluation criteria for experts, it is necessary to take into account: expediency, objectivity, openness, accessibility; content of the project, its presentation, defence of the project.

It is important to note that the project is an intellectual, practical and personality-oriented activity. The project is a way and means for students to gain life experience, the important components of which are self-expression and self-realization of the individual in various types of activities.

It is worth paying attention to special aspects when preparing the project:

a) The subject can refer to the country of the language to be learned, or the country of residence.

b) Questions should be phrased in a way that attracts students to include facts and various sources of information in the relevant knowledge area.

c) The need to involve all students in the work and to provide each task according to their level of language training;

d) In order to motivate students, they must be provided with an interesting and meaningful problem.

Let's look at some types of projects that are applicable when learning a foreign language.

Creative projects in foreign language lessons include: scripts for various holiday shows, a wall newspaper, an album, homemade books and magazines.

Students can be involved in research projects through survey forms.

In stronger groups, "Mini-conferences" can be held on the topics studied. Topics can be suggested not only by the teacher, but also by the students.

Such work not only develops attention, but also allows children to remember the vocabulary of this lesson and develops curiosity in children.

Role-playing projects are especially attractive to students.

Projects can be done in groups or individually. It should be noted that the project approach can help children learn a range of skills, such as:

1. willingness to work in a team;

2. accept responsibility for choice;

3. share responsibility with team members;

4. analyze the results of activities.

This approach creates positive conditions for individuals to develop actively and freely in activities.

In the project method, in addition to oral presentation, students often use other illustration techniques: drawings, collages, floor plans, maps, diagrams, questionnaires, graphs and diagrams. The development of communication skills is therefore reliably supported by various means of conveying this or that information.

In this educational system, unconscious means of memorizing vocabulary and grammatical structures are often used when solving problematic tasks, stimulating the development of creative thinking and imagination. Learning a foreign language through projects is divided into four stages: preparation, implementation, presentation and conclusion.

Therefore, the training system for foreign language learning is based on project methodology is implemented in four stages and includes the following groups of exercises:

at the preparatory stage - for planning the progress of the project, for the formation of lexical, grammatical, intonation skills of speech;

at the executive stage - to develop listening, reading, writing and speaking skills, to organize the search for written information, to teach how to fill out a questionnaire, for learning how to plan and conduct interviews, to organize a survey, to learn how to write a report;

at the presentation stage - for teaching oral presentation of projects and for organizing project presentation; at the final stage - to control the formation of speech skills of speaking, listening, reading and writing and to evaluate projects.

A project is the 5 "P"s: problem, planning, information search, product (result of activity), presentation (presentation and defense). This is a logical chain of elements: need-motive-task-action-result.

The number of stages of activity aimed at creating a project is determined by the given problem, the depth of its research, the age characteristics of the students, and the level of their intellectual development.

But there are universal stages, such as distribution into groups, definition of tasks, analysis and self-assessment of activities.

Basic requirements for the project method:

1) The presence of a problem that is significant in research and creative terms, requiring research to solve it.

2) Practical, theoretical significance of the expected results (issue of a newspaper, design of a booklet with attractions, conducting a role-playing game).

Work on the language (correcting errors, working on grammar and writing) is carried out in the form of processing and improving the product, i.e. The "training room" turns into a "workshop".

3) Independent research and actions of students using all kinds of aids, which include dictionaries and grammar reference books, as well as a computer, microphone, video camera, etc. The teacher is an assistant in both language and the phenomenon being studied; he gives the "student" the language tools that are necessary to solve the problem.

4) Structuring the content of the project (indicating stage-by-stage results and distribution of roles).

Lesson objectives:

• repeat lexical material on the topic;

• get students to correctly pronounce the listed expressions on the topic;

• organize and carry out work on creating projects

• provide the necessary conditions for students to work productively;

• protect prepared projects;

• summarize the lessons, discuss the "pros" and "cons" of working on projects.

The project method facilitates the incorporation of different activities, which increases the fun, interest, and effectiveness of the learning process. Students with diverse abilities have a successful and sought after career in project-related activities. During the implementation of projects, many academic, special and communication skills are developed.

Already at the initial stage, children learn to work with dictionaries, reference books, compose messages, think over a presentation method, and of course learn to format their work. Project activities at the initial stage of study prepare students for more complex research work in the future.

All project options are impossible without three main components, which were written about by the German teacher A. Flitner, who defined project technology as a process in which the mind, heart and hands necessarily participate. The mind, heart and hands of students, of course, but personal development is not possible without motive

and imitation of authority. Therefore, for successful activities, you need to put the mind, heart and hands of the teacher first.

When protecting projects, you must consider:

• quality of the provided material, composition;

• Delve into the depth of the problem;

• attract knowledge from other regions;

• interdisciplinary connections;

• the specific activity of each participant in a project;

• the nature of the decisions made;

• the nature of communication and mutual support;

• ability to argue and draw conclusions;

• a culture of speech;

• use of visual aids;

• aesthetic design of the project results;

• ability to deal with conflicts.

A project is a special form of work that has a well-organized structure of its own from start to finish. Through the completion of a series of training exercises and creative tasks, progressively more difficult and interconnected to form a project as the final product of the learning activity, students can achieve a real sense of creative success.

Upon successful completion of the project, both the teacher and the students have something to be proud of, to show their parents, fellow students, and colleagues as a result of the achieved progress.

Only under such conditions we can talk about the emotional and personal development of the student. After all, students get the opportunity to create something personal and individual on their own, which fully reflects their own ideas, tastes and interests. They motivatedly express their feelings, evaluate and discuss each other's opinions.

The project method allows students to use in the lesson the knowledge of general erudition that they already possess, and at the same time to expand the general

knowledge of the topic being studied.

The project is a brilliant example of experiential learning. Language samples and speech functions, which are presented and practiced during the work on the project, are closely related to the final task. Students use language material that is necessary for the successful completion of project activities.

Working on the project helps students in a casual way to master the skills of language, speech and socio-cultural competences in an integrated way, using language more as a means to achieve success than material that is consciously necessary for learning.

The successful experience of project activities has a positive effect on the development of general educational competencies of students, the opportunity to continue studying independently, without the help of a teacher.

Project activities help students learn to make decisions and feel responsible for the work done. Thanks to design, students begin to develop the skills of research and analytical activity necessary for them to improve the quality of knowledge and educational achievements in other program disciplines of secondary general education and higher education.

During group work on a project, there are often opportunities for different students to make their own, different contributions to the overall project, depending on their abilities. The main thing is that everyone's contribution is objectively evaluated, in this case students feel confident in their own abilities and knowledge and receive positive motivation to continue their work.

In my opinion, when using the project method when studying some section or question of the program, first of all, it is worth starting your work with thinking and developing a clear plan, defining educational tasks, calculating what help can be provided to students without offering ready-made solutions.

In the course of a foreign language, it is worth trying to use the elements of the project methodology for almost any topic, since the topic is chosen taking into account its practical significance for students. The most important aspect is to determine the problem that students will address while working on the topic.

The ending result (product) of the project is extremely important and must be well planned. However, the preparation process itself should not be underestimated. It is better to have a small in volume but high quality end product than a poor presentation and quality mess. It is much more important to show students' work, which requires sufficient time to prepare for a successful presentation.

The final result of the project, both individual and group, can be extremely diverse in appearance and form of presentation depending on the type of project based on the nature of the dominant type of activity (creative, research, informational, role-playing, practical orientation).

These can be album (research or creative) projects: posters, posters, drawings, maps, tables, photo collages, etc.; informative: newspaper articles, reports, questionnaires, tourist brochures, advertising booklets, TV announcements, etc.; role-playing: interviews, role-playing, dramatizations, etc.; creative: stories, poems, letters, descriptions, essays, greeting cards, etc.; research: report, abstract, scientific article, monograph, etc.

The main thing is the students' feeling of successful implementation of the completed work, positive motivation for active cognitive and research activities, improvement of educational skills and abilities, creative self-development of the individual.

Students also learn to create the final products of the project in various forms using various digital tools, such as:

- Mindmeister (a tool for creating mind maps);

- infogr.am (one of the most famous services for creating infographics);

- https://www.slidescarnival.com/category/free-templates (to choose a colorful presentation template);

- Scratch (for creating interactive stories, video);

- Magisto (video editor);

- TED Talks (the best video presentations on different topics in 100 languages);

- http://www.naturalreaders.com/index.php (a program for converting text into speech);

- https://www.slidescarnival.com/category/free-templates (creating a colorful presentation template) (Hordyeyeva A.Y., 2009).

The flexibility and versatility of the project method makes it a universal tool in the work of modern teachers (Halliday M. K., 1994), for the implementation of professional project activities, students must already have a certain level of preparation (Abdullah, K.I., 1995), and today there are a number of educational and methodological complexes that necessarily include a section design For example, students are often taught in a grant project, namely masters of a technical profile. Students are preparing an application for a professionally oriented grant, which involves intensive research activity at all stages of educational design during one semester (Ellis, R.,2005).

This is, first of all, searching for grant proposals and agreeing on the name of the project as a result of an interactive discussion of proposals by members of the research group.

Then a literature search is carried out on the subject of the grant, analysis and discussion of various aspects of the topic, which occurs both in extracurricular and in classroom communication modes (Hardy Keith, 2006).

Students also discuss the distribution of the grant budget, prepare their resumes, and agree on their roles in the project process.

At the final stage of educational design, each group of students makes a presentation of their project, and also submits a report on the grant application, which includes the text of the application, justification for the use of the budget, resume, abstracts of reports at conferences, etc. The project approach enables you to effectively follow the principles of the personal approach (Henkal S.Y., 2004), which contributes to the fullest development of students' creative potential.

When learning in collaboration (Kobernyk O.M., 2006), positive interdependence of group members, individual and shared responsibility for the result, and collective self-esteem arise. The opportunity to work with relevant, authentic material that has semantic and substantive value for future professionals makes project-based learning quite innovative.

After the oral presentation of the project, students and the teacher analyze the speeches and evaluate the presentations, identifying positive and unsuccessful aspects. Such analytical work makes it possible to improve the organizational side of project activities in the future.

One of the problematic organizational and methodological aspects of project-based learning is the objectivity of the teacher's assessment of project participants. When organizing student collaborations, a dilemma arises: should they be assessed only by the degree of development of foreign language communicative competence or should the real contribution of each person to the creation of the project product be taken into account. To resolve this dilemma, it is proposed to rank students' participation in project activities according to their conditional roles in creating the project product.

It is proposed, first of all, to appoint a project manager who is responsible for providing reliable information about the degree of involvement of the research group members (3-4 people) in the implementation of each of their project tasks (for example, participant 1 - 30%, participant 2 - 50%, participant 3 – 20%) and gives a preliminary assessment of the work they have completed. In addition, a technical director, text editor, economist, etc. can be appointed. The organization of this kind of project activities increases students' enthusiasm and contributes to the development of students' career-oriented personal qualities (Barber C.L., 1998).

In universities, project-based teaching of the English language has been widely used over the past decade, and it is safe to say that the project method is a means of activating the personality of students and a way to encourage active mental activity while learning English.

English language teaching is carried out in two directions: the development of students' spoken language on general education topics and the translation of texts in university specialties, when students learn not only to translate educational and professional literature, but also to discuss, analyze and summarize what they read.

Project-based learning proved to be especially effective during the period of covid restrictions, when a transition to distance and online learning formats was

necessary. The work program of the English language discipline for first-year students often includes two project assignments on conversational topics per semester with study meetings on the issues and presentation of the project product in digital format, for example, electronic presentations and audio/video projects.

For example, within the framework of the "My University" topic, students are invited to prepare a project "Famous People of Our University". On the topic "My Favorite Place", students are asked to walk around the city, find information on certain architectural monuments and prepare a presentation, and also prepare a presentation on the topic "My Native Town". Experience has shown that performing regular search tasks in the form of projects helps develop independence in completing tasks and increases the motivational component of students (Johns A.M., Dudley-Evans A., 1991).

By the end of their first year, most students have developed the ability to work autonomously and use digital technologies to complete projects. It should be noted that students come to university with different levels of language training, which complicates the learning process. At the same time, project-based learning expands terminological vocabulary and public speaking skills in a foreign language.

As well as gaining knowledge of project methods, learners feel they have developed specific soft skills and improved self-esteem. The answers below seem to prove this.

• *My teammates are biracial. This is how I learned how to communicate and work with them.*

• *Teamwork is important. Don't be selfish. As a leader, don't go overboard emotions run high when the unexpected happens. Be professional.*

• *I learned skills such as interaction, planning and management.*

• *From now on I also gain confidence in speaking English.*

• *I also learned from my friends how to give great presentations.*

Project work undoubtedly trains learners in the development of communication skills, but it also clearly contributes to the training of the "whole person".

Research has found that problems faced by learners in completing projects are

mainly related to difficulties in contacting respondents, lack of time, dealing with people, and lack of self-confidence due to poor language skills (Swales, J. M., 2000).

It should be noted that in the process of project activities, the level of students' interest increases in a particular subject, and students' interest in learning increases. During the implementation of projects, students are involved in finding a solution to the problem and ways to research it, they are given the opportunity to demonstrate real results in the process of working on an educational project. Students are taught not only how to develop and implementation of the project in accordance with the assigned task, but also the presentation of its results to a wide audience; learn to use approaches to rational time allocation and management (Time Management); reveal the creative abilities and creative thinking of each participant of the educational project.

Conclusions

The project method is increasingly used in teaching students a foreign language, which is due to its characteristic features: a) project methodology is aimed at realising the student's personal potential in the process of foreign language speech activity, where there are not subject-object relations between teacher and students (as in the traditional class-lesson system), but subject-subject relations with the consultative and coordinating function of the teacher; b) The project approach assumes that communicative competence is acquired on the initiative of the person during the foreign language activity.

The activity component is realised in two ways. On the one hand, in project work the interrelation of theory and practice is observed. In the process of creative creation of a specific product (wall newspaper, humorous photo collage, interview, journal, diary) pupils apply certain scientific knowledge, their own experience and realize their function in solving various problems, leading to the search for new knowledge and the discovery of new sources of information.

On the other hand, students engage in active thinking activities during project

work. The communicative and cognitive need of the student in the case of personality-oriented teaching becomes the internal motive of his/her speech activity, with language acting in its main function - the formation and formulation of thoughts.

Therefore, the project method is based on individual activities and contributes to the formation, development and improvement of language personality to a greater extent, thereby improving students' foreign language communication and intercultural abilities. It is worth noting that the project method is one of the most popular foreign language teaching methods.

The application of this method contributes to the development and individualisation of the student's personality, to the formation of motivation for students to acquire knowledge. Due to the disruptive nature of the project method, students acquire knowledge of the language they are studying, and they develop activity and creative orientation. At the same time, the main task of the teacher is to interest the student, to involve him/her in the atmosphere of activity. It should be noted that cognitive motives in the course of learning English have a pronounced character exactly in the situation of including students in creative project activities.

Thus, work on the project allows us to draw the following conclusions:

1. Thanks to the project, students' self-esteem increases, their social and spiritual experience is enriched, students become involved in creativity, developing their personality.

2. Project work helps to solve motivation problems, form and improve general communication culture and social behavior.

3. Project work introduces students to practical knowledge of a foreign language, promotes the development of speaking and vocabulary skills, improves writing skills, and provides a realistic assessment of their language skills.

4. The implementation of the project allows you to improve academic performance by summarizing, consolidating and repeating educational material, organizing its practical application, and eliminating gaps in education.

No one claims that project work will have the capacity to address all of the problems associated with teaching a foreign language, but it is an effective way to

combat boredom and monotony; it promotes the development of the student and their awareness of themselves as part of a group, as well as the expansion of their language knowledge.

Project work provides an opportunity to develop the student's creative abilities, research skills, and ability to express himself. Projects are also a real opportunity to apply knowledge acquired in other subjects in a foreign language. The use of this technique increases students' interest in studying this subject, and positive motivation is the key to success. And finally, the most important thing is that the project method provides the student with the opportunity to use acquired language skills in real speech situations.

It is also important that while working on a project, students learn to cooperate, and learning in cooperation instills in them mutual assistance, desire and the ability to empathize.

So, the main advantages of project-based learning are:

- providing opportunities for in-depth study of the professional context and the development of important skills, boundaries with a readiness to learn;

- increasing the adaptability of students in project activities and promoting the development of skills of 21st century specialists necessary for the success of a future career: critical thinking, communication, cooperation and creativity;

- the possibility of a personal choice of project topic, students becoming architects of their own individual educational trajectory;

- increasing the motivation of students in the process of educational collaboration, which increases students' interest in the discipline being studied.

Therefore, the advantages of the project method are:

- the improvement of education and control over the self.

- the improvement of collective activity abilities;

- enhancement of information culture - improvement of search skills, collection, presentation of information; increasing motivation;

- develop creative abilities;

- integration of different themes.

Disadvantages of project activities include:

- the problem of subjective assessment of creative work;

- technical overlays that can affect both the work process, as well as the final result (Hamzah, M., 2005).

So, the project method is a new pedagogical learning technology and represents a possible alternative to the traditional classroom system. The need to use this method in modern education is due to the obvious trends in the educational system towards a more complete development of the student's personality, his preparation for real activity. Project methodology, being an innovative technology, corresponds to the main tasks of modern higher education:

- make teaching more problem-oriented;

- wider use of a reflective approach in training (analysis, synthesis of ideas);

- stimulate students' ability to formulate their own judgments;

- increase the degree of autonomy of students;

- to review the traditional role of the teacher and student in the lesson.

The use of project-based learning in the mode of extracurricular interactive independent work of students is a factor in the development of the creative potential of students, the activation of their personal growth in terms of the development of their social competence in the process of educational cooperation. Completing search project tasks in an interactive collaboration mode increases students' interest in the "foreign language" discipline. Project-based learning provides opportunities for feedback and regular review of the project plan for further improvement.

The project-based learning format encourages students to make meaningful, logical, interdisciplinary connections between content areas rather than thinking about each subject area separately.

By participating in project work, students are engaged in real-world learning, which allows them to gain a deeper understanding of the project concepts they are learning through relevant and authentic experiences. It prepares students to accept and solve real-world problems and deeply engages students in learning targeted general and career-oriented content, promoting long-term retention.

Summarizing the above, we can conclude that during the period of a sharp transition to distance learning, it is very important to correctly and rationally organize independent design and research activities of university students using various computer information and communication technologies.

Thus, students will not lose interest in studying the Foreign Language discipline, will not be isolated from society, and will feel confident in terms of meeting the needs of personal and intellectual development and the full disclosure of their creative potential. Therefore, using the method of creating projects, we can achieve the development of students' foreign language professional communication skills, improve critical thinking, and create favorable conditions for learning foreign languages in a friendly and creative atmosphere to cultivate skills. Independently write clear and reasoned statements and participate in discussions.

As a modern teaching technology, the project method is a way of organizing the teaching process based on teacher-student interaction and step-by-step practical activities to achieve predetermined goals. It is characterized by student independence, individual needs, student characteristics and experience and whether there are concrete practical results; the use of a project approach when learning a foreign language requires taking into account the specific circumstances of the subject and has a direct impact on the organization of project activities, i.e.: it is primarily group project work, emphasizing the communicative aspect of the process, Additional work on the selection of language materials and the importance of presenting results.

On the basis of the above conclusions it should be concluded that in the course of writing the paper the final goal was achieved, namely, by revealing the content and specifics of the application of project methodology in English language teaching, the effectiveness of the use of this methodology was proved.

I would add that being able to use the project approach is an indicator of a teacher's highly qualified, progressive approach to teaching and development. The teacher in his/her work can and should use everything positive that exists in the practice of teachers working with the purpose of formation of students' motivation.

The teaching process should be flexible in terms of content and form of

presentation of material, and it should pursue one of the main objectives of education - to make the assimilation of students' knowledge solid and meaningful, and to make learning itself desirable and enjoyable.

However, the formation of motivation should not only be done on an experimental basis, but in the course of constant daily work. Such work should be oriented, first of all, on the development of the sustainability of the existing positive motivation for learning English, obtained at the initial stage of learning.

A well-known Chinese wisdom says "I listen - I forget, I see - I remember". These words very much want to refer to this topic - project methodology. A student who works at a lesson based on the technology of project activity receives knowledge not only from the teacher's mouth, but also through independent work. The teacher only manages the process of knowledge acquisition. Thus, the project is oriented to the achievement of the goals of the students themselves, and therefore it is unique.

The project forms an incredibly large number of skills and therefore it is effective. The project provides much-needed experience for students, and that is why it is irreplaceable.