

## PROJECT ACTIVITY AS A WAY OF ACTIVATING COGNITIVE ACTIVITY

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### ABSTRACT

*This article discusses the use of the project method in the study of a foreign language. The project method is an effective way to motivate students, involve them in the creative process, teach them how to search for the necessary information, work with authentic materials and apply the acquired knowledge in practice. The project method contributes to the stimulation of creative thinking and creative self-realization, forming the language competence of students. In the process of completing the project assignment, students also learn to critically analyze the information they are looking for, search for solutions to various problems.*

**KEYWORDS:** *Project Methodology, Language Competence, Critical Thinking, Motivation, Staging, Self-Realization, Integration, Creativity, Heuristic Combination*

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### INTRODUCTION

At this stage, in analogy with the requirements of the standards of the second generation, the personality of the student, his self-development, self-improvement is placed at the head of education. The purpose of education is to teach the student to learn. The ability to independently manage one's own activity, to manage oneself as its subject, is formed and developed by the student by the teacher. The development of the students' ability to independently solve problems in various fields and activities based on the use of social experience is the main meaning of the competence of the approach to education, an element of which is the students' own experience. As for the history of the emergence and development of the method of educational projects.

The project method can contribute to an effective solution to the problem of teaching a foreign language as a means of intercultural communication, which allows you to implement the most difficult task for the methodology in using the language in practice - creating a language environment, as well as the need to use the language in practice.

Back in the 20s of the 20th century, the project method, otherwise called the problem method, arose in the United States. He contacted the ideas developed by the American philosopher and educator J. Dewey, as well as his student V.Kh. Kilpatrick, J. Dewey proposed to build learning on an active basis, through the expedient activity of the student, in accordance with his personal interest in this particular knowledge. Hence, it was extremely important to show the students their personal interest in the acquired knowledge, which can and should be useful to them in life.

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But why and when? In this case, the problem is important, familiar and significant for the student, certainly connected with reality.

The leading ideas of D. Dewey can be summarized as follows:

- a person, actively adapting to the environment, constantly changes it on the basis of the practical experience gained (education for survival);
- the essence of education is the constant transformation of the expanding personal experience of the student;
- the main goal of education is self-realization of the individual based on the satisfaction of its pragmatic interests;
- the basis of training should be the principle of "learning in the process of activity", as it corresponds to the activity essence of the child and provides a connection between learning and life, play, work.

The ideas of project-based learning arose in Russia almost in parallel with the developments of American teachers. Under the guidance of the Russian teacher ST. Shatsky in 1905, a small group of employees was organized.

At this stage, the project method as a pedagogical technology is successfully implemented in the study of various disciplines, in extracurricular and circle work at all levels of education; is reflected in the scientific research of many teachers (A.N. Zemlyanskaya, N.V. Ivanova, N.V. Matyash, V.D. Simonenko, I. Bondarenko, and others).

With regard to the Russian language and literature, the project method is a purposeful, generally independent activity of students, carried out under the guidance of a teacher, aimed at solving a creative, research, personally or socially significant problem and at obtaining a specific result in the form of a material product.

The main goal of the project activity is

- understanding and application by students of knowledge, skills and abilities acquired in the study of various subjects (on an integration basis);
- increasing the motivation of students in solving problems;
- development of creative abilities;
- the formation of a sense of responsibility;
- creation of conditions for cooperation relations between the teacher and the student.

Tasks of project activity:

- Training in planning (the student must be able to clearly define the goal, describe the main steps to achieve the goal, concentrate on achieving the goal throughout the work);
- Formation of skills for collecting and processing information, materials (the student must be able to choose the appropriate information and use it correctly);
- Ability to analyze (creativity and critical thinking);

- Ability to draw up a written report (the student must be able to draw up a work plan, present information clearly, draw up footnotes, have an understanding of the bibliography);
- To form a positive attitude towards work (the student must show initiative, enthusiasm, try to complete the work on time in accordance with the established work plan and schedule).

An equally important result of the project activity is the activation of the student's socialization processes.

Key competencies that students acquire:

- willingness to solve problems
- technological competence,
- readiness for self-education,
- readiness to use information resources,
- readiness for social interaction,
- communicative competence.

During the implementation of student projects:

1. Formed and practiced: the skills of collecting, systematizing, classifying, analyzing information; the ability to present information in an accessible, aesthetic form; the ability to express one's thoughts, to prove one's ideas; public speaking skills (oratory); ability to work in a group, in a team; ability to work independently, make choices, make decisions.
2. Expand and deepen knowledge in various subject areas.
3. The level of information culture is increasing, which includes working with various equipment (printer, microphone, camera, video camera, etc.)
4. The student thoroughly studies the computer program in which he creates a project and even more - programs that help to better present his work.
5. The student has the opportunity to translate their creative ideas into project and research activities, which is an integral part of education and one of the areas of modernization of modern education.

It is expedient to use the method of projects in Russian language lessons as a component of the education system along with systematic subject teaching.

Types of projects most often used in the lesson:

The direction of the information project is to collect information about some object, phenomenon for the purpose of its analysis, generalization and presentation of information about some object to a wide audience. In a role-playing project in literature lessons, literary or historical characters are most often used, fictional characters whose roles are played by students. As an example, we can give a lesson in the study of fables by I.A. Krylov. The students presented the project in the form of a dramatization "Historical prototypes of the heroes of the fable by I.A. Krylov" "Wolf in the kennel". Staging of episodes of fairy tales by A.S. Pushkin, S. YaMarshak.

The most free and unconventional approach to the design of the results involves a creative project. These can be albums, theatrical performances, works of fine or decorative art, video films. Competitions of creative works for the work of P.P. Bazhov "Malachite Box". Illustrated collections of proverbs, electronic collections of illustrations for works.

The Russian language as an academic subject is a fertile ground for project activities. Teachers often face such problems as lack of interest in reading among students, narrow outlook, lack of analysis and generalization skills. Interesting work in groups gives the children the opportunity to feel the subject, gain new knowledge, and the teacher to solve learning problems. Research project on the Russian language - the structure of a scientific study. It includes the substantiation of the relevance of the chosen topic, the designation of research objectives, the obligatory putting forward of a hypothesis with its subsequent verification, and discussion of the results obtained.

At each stage, the role of the teacher is important and transforms during the execution of tasks. The teacher can act as a consultant, assistant, observer, source of knowledge and coordinator. The key task of the teacher is not the transfer of specific knowledge, but the ability to teach students how to competently work to obtain the knowledge itself. Consider how the project method is applicable in integration with extracurricular activities in practice. As part of the study of the topics set by the program, international students study the topic "Art" in Russian. At the preparatory stage, students acquire a stock of active vocabulary, subsequently applying it in practice in communicative situations and dialogues. During the topic under consideration, students are invited to visit an art museum, or an art gallery. By visiting the museum, students have the opportunity not only to learn the works of art of classical and modern masters, but as a result to prepare a mini-project with an overview of the exhibits they have seen, introducing active vocabulary. Students need to choose the exhibit that they liked the most, find information about the author of the work and the history of the creation of the presented exhibit, presenting the information in a form they like. This task is heuristic in nature, which is aimed at understanding the role of project activities in a foreign language, as an integral part of the formation of an independent trajectory of knowledge of the student and teacher. It is aimed not only at revealing the creative potential and self-realization of students, which is important in the preparation of successful specialists, but also at the formation of important skills and language competencies.

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