

**THE ROLE OF PROJECT WORK ACTIVITIES IN TEACHING  
ENGLISH AT SECONDARY SCHOOLS**  
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**Abstract:** *the result of the educative process is the capacity of further education. Nowadays students of secondary school have opportunities to continue their education by entering gymnasiums, lyceums, colleges, universities. Children are given basic knowledge in the elementary school. But the road to learn is not easy. There is no royal road to learning. To be successful in studies one must work hard. The role of foreign languages is also increasing today. To know foreign languages is absolutely necessary for every educated person, for being a good specialist. English is widely spoken in the world. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is also the major language of diplomacy. Listening, reading, speaking and writing in a foreign language is a difficult art and it has to be learned starting in junior classes.*

**Keywords:** *education, difficult, reading, project, content, approach.*

**РОЛЬ ПРОЕКТНОЙ РАБОЧЕЙ ДЕЯТЕЛЬНОСТИ В ОБУЧЕНИИ  
АНГЛИЙСКОМУ ЯЗЫКУ В СРЕДНЕЙ ШКОЛЕ**

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**Аннотация:** *результатом образовательного процесса является способность к дальнейшему образованию. В настоящее время учащиеся средних школ имеют возможность продолжить обучение, поступив в гимназии, лицеи, колледжи, университеты. Дети получают базовые знания в начальной школе. Но путь к обучению нелегок. Нет королевской дороги к обучению. Чтобы быть успешным в учебе, нужно много работать. Роль иностранных языков сегодня также возрастает. Знание иностранных языков абсолютно необходимо каждому образованному человеку, чтобы быть хорошим специалистом. В мире широко распространен английский. Это язык прогрессивной науки и техники, торговых и культурных связей, коммерции и бизнеса. Это также основной язык дипломатии. Слушать, читать, говорить и писать на иностранном языке - сложное искусство, и его нужно изучать, начиная с младших классов.*

**Ключевые слова:** *образование, трудность, чтение, проект, контент, подход.*

Education is very important in our life. An educated person is one who knows a lot about many things. He always tries to learn, find out, and discover more about the world around him. He gets knowledge from books, magazines, TV educational programs. The pupils can get deeper knowledge in different optional courses in different subjects and school offers these opportunities.

The problem of using project work in teaching English is of great importance. Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication, different types of this method allow us to use it in all the spheres of the educational process. It involves multiskilling activities which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity. Nevertheless, teachers are not keen on the idea of providing project work into their lessons because of the disadvantages this method has. The main idea of project work is considered to be based on teaching students through research activities and stimulating their personal interest.

### **General characteristics of the work**

A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it. This learner-centred characteristic of project work is vital, as we shall see when we turn now to consider the merits of project work. It is not always easy to introduce a new methodology, so we need to be sure that the effort is worthwhile. Pupils do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project

work captures better than any other activity the three principal elements of a communicative approach.

These are:

- a) a concern for motivation, that is, how the learners relate to the task.
- b) a concern for relevance, that is, how the learners relate to the language.
- c) a concern for educational values, that is, how the language curriculum relates to the general educational development of the learner.

A project is an extended task which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, gathering of information through reading, listening, interviewing, discussion of the information, problem solving, oral or written reporting, display, etc. Learners' use of language as they negotiate plans, analyze, and discuss information and ideas is determined by genuine communicative needs. At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects. Successful use of project work will clearly be affected by such factors as availability of time, access to authentic materials, receptiveness of learners, the possibilities for learner training, and the administrative flexibility of institutional timetabling.[1-3]

Project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must decide what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements. So from this point project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

Increased motivation - learners become personally involved in the project.

All four skills, reading, writing, listening and speaking, are integrated.

Autonomous learning is promoted as learners become more responsible for their own learning.

There are learning outcomes -learners have an end product.

Authentic tasks and therefore the language input are more authentic.

Interpersonal relations are developed through working as a group.

Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centered.

Learners often get help from parents for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.

A break from routine and the chance to do something different.

A context is established which balances the need for fluency and accuracy. It would be wrong to pretend that project work does not have its problems.

Teachers are often afraid that the project classroom will be noisier than the traditional classroom and that this will disturb other classes in the school, but it does not have to be noisy. Students should be spending a lot of the time working quietly on their projects: reading, drawing, writing, and cutting and pasting. In these tasks, students will often need to discuss things and they may be moving around to get a pair of scissors or to consult a reference book, but this is not an excuse to make a lot of noise. If students are doing a survey in their class, for example, there will be a lot of moving around and talking. However, this kind of noise is a natural part of any productive activity. Indeed, it is useful to realize that the traditional classroom has quite a lot of noise in it, too. There is usually at least one person talking and there may be a tape recorder playing, possibly with the whole class doing a drill. There is no reason why cutting out a picture and sticking it in a project book should be any noisier than 30 or 40 students repeating a choral drill. The noise of the well-managed project classroom is the sound of creativity.

Project work is a different way of working and one that requires a different form of control. Students must take on some of the responsibility for managing their learning environment. Part of this responsibility is learning what kind of, and what level of noise is acceptable. When we introduce project work we also need to encourage and guide the learners towards working quietly and sensibly.

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