

USING EDUCATIONAL PROJECTS WITH THE HELP OF ICT IN THE EDUCATIONAL PROCESS

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Abstract: *This article reveals the problem of using the project method in the educational process with the help of information and communication technologies. The use of ICT tools when implementing a project in the educational process increases the effectiveness of students' educational activities*

Key words: *didactic tool, research, cooperation, student-oriented activity.*

Recently, the project method has been actively introduced into domestic pedagogy. A new round of interest in the project as a way of organizing students' life activities is explained by its potential integrability, compliance with developmental education technology, and ensuring children's activity in the educational process.

The knowledge acquired by students during the project becomes the property of their personal experience. They were obtained in response to questions posed by the students themselves during the "doing" process. Moreover, the need for this knowledge is dictated by the content of the activity. Students need them and therefore are interesting to them.

But what is the essence of the project method? Project-based learning is based on a system for developing the student's cognitive skills, his ability to navigate the information world of modern technologies, and the development of creative and critical thinking[2]. If the project method is used within a specific subject, then the area of its knowledge is didactics. In a general understanding, project-based learning is a set of operations and techniques for mastering a pre-allocated part of theoretical or practical knowledge of a particular type of activity. If we talk about the project methodology in particular, then it can be defined as a way of organizing the process of learning educational material. When we talk about this method, what most often means is that the set goal is achieved through careful detailed development of the technology (problem), resulting in a completely meaningful, tangible result that can be applied in practice. This is precisely the positive side of using the project methodology in school. The result of the student's activities can be comprehended, seen and applied in real life. In order to achieve a positive result, it is necessary to teach schoolchildren to reason, think and make decisions independently, using knowledge from various fields of activity and the ability to create cause-and-effect relationships [3].

Very often, the project method is aimed at independent work of students - pairs, individual or group, which the children are able to complete within a predetermined period of time. Very often this method is used in combination with other group methods. The project method must necessarily solve any problem that involves the use of various teaching aids, on the one hand, and the need to apply various knowledge in practice, on the other. The result of applying the project method should be tangible solutions to problems, for example, a ready-to-use result. In the context of considering the project method as a pedagogical technology, it can be noted that it involves the use of search, research and other problem methods, which in most cases are creative.

There are certain requirements that must be taken into account when working with the project method. Among them, we can note: the presence of a problem that, in a scientific and research sense, is the most significant and requires integrated knowledge to solve it (for example, the creation of a series of reports from different parts of the world, united by a common theme; a study of the problem of demographic growth of the planet's population; the influence of precipitation; the influence slang expressions on the state of the modern language); theoretical, practical, moral, cognitive significance of the results obtained after applying the project method (for example, an information report to the relevant services on the trends in the demographic development of a particular region of the Earth, the possible causes of this condition and its consequences; the release of a newspaper, magazine or other printed publication with reports; independent work of students; structuring the main part of the work on the project, indicating the results; practical application of research methods that are based on the use of a certain sequence of actions: finding a problem and identifying the resulting research problems (it is possible to use methods such as a round table and "brainstorming"); putting forward possible hypotheses for solving these problems; joint discussion of research methods (statistical, observational, experimental); discussion and choice of presentation of the result of the work (defense of an abstract, presentation, report, etc.); analysis; registration of results, summing up; voicing the conclusions obtained as a result of the work done. All projects can be divided into several types depending on typological characteristics: the types of activities predominant in the project: search, research, creative, applied, role-playing, orientation; subject content area: interdisciplinary project and monoproject; nature of project control: hidden or direct; number of project participants; the nature of contacts (interclass, interschool, international); duration of the project[4].

The implementation of the project method in practice leads to a radical change in the position of the teacher. He turns from a carrier of knowledge into an organizer of the educational procession and research activities of students. Also, the psychological climate of the audience in which training takes place using the project method, which changes the teacher's activity from teaching to organizational, is radically changing. We should not forget about the need for external organization of the project method, since without this it will not be possible to reliably monitor their failures and effectiveness, as well as the need

for timely correction. The nature of the organization in most cases depends on the type of project as well as its topic. If the project is a solution to a research problem, then it must necessarily include stages of implementation.

If we talk about general approaches to studying the structure of a project, it can be noted that it is necessary to start a project by choosing the type and topic of the project and the number of participants. Then the teacher comes up with a problem that the students will then solve. Students must collectively consider it and decide by what method it will be solved. Then the students are divided into groups and independently solve the problem. And finally, the final stage will be the protection of projects and opposition. Finally, students should express their opinions and draw their own conclusions.

Telecommunication international and regional projects occupy a special place in the educational activities of the educational institution[1]. International projects in the process of teaching a foreign language are very interesting; with their help, conditions are created for real intercultural communication. An educational telecommunications project is understood as a joint educational-cognitive, research, creative or gaming activity of partner students, organized on the basis of information technology, having a common problem, goal, agreed upon methods, methods of activity aimed at achieving a joint result. Solving a problem inherent in any project always requires the involvement of integrated knowledge. But in a telecommunications project, especially an international one, as a rule, a deeper integration of knowledge is required, which involves not only knowledge of the actual subject of the problem under study, but also knowledge of the peculiarities of the partner's national culture, the peculiarities of his worldview. It is always a dialogue of cultures.

It is advisable to include international projects that are conducted in a foreign language, if the program allows, in the structure of the teaching content for a given class and relate it to a particular topic of oral speech and reading. Thus, the chosen topic for a telecommunications project will fit organically into the educational system, including all program language material. If an international project is provided for in other subjects of the school curriculum, which must also be completed in a foreign language, but which does not correspond to the program material in a foreign language, then such a project is carried out in extracurricular activities, as a rule, not by the whole group, but by individual students.

Thus, it should be noted that when using the project method, it is necessary to determine goals and objectives, describe the output result, select the content of training, determine the forms and methods of work, identify the composition of the necessary ICT tools, which, by their didactic properties and functions, will most optimally contribute achieving didactic goals. When selecting teaching aids, one should also take into account the economic component and the possibility of using it within the lesson. For example, when carrying out a telecommunications project (the specificity of which is educational activities organized on the basis of Internet services), you can select e-mail and a forum as

a component of the CO complex, you can organize a webinar; if the data transfer speed allows, you can organize a video conference with project partners using software like SKYPE. Since the project method involves researching a problem in one form or another and working with large amounts of information on the topic, the use of ICT will be appropriate and pedagogically justified.

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