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The changing expectations demanded of life and work in the 21st century require that employees,

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## **A PROJECT-BASED LEARNING IN HIGHER EDUCATION AS ONE OF THE BEST METHODS USED BY TEACHERS**

The changing expectations demanded of life, work and study in the 21st century that teachers should be prepared for different situations that may arise in educational process. This is especially true for teachers who are teaching in higher educational establishments, higher education needs to take a more critical look at the educational practices and instructional methods, which lead to improvements in students` essential skills such as self-directed learning. *The Project-based learning (PBL)* is that one learner-centered teaching method that seeks to enable students to develop themselves and their knowledge through means relevant to their lives. The structural principles of the method reflect contemporary knowledge regarding the importance of autonomy, activity, and collaboration in learning, and harmonize well with the information age and its technologies.

According to one of the most popular definitions, project-based learning is a teaching method that: engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks [3, p.4].

PBL has several basic characteristics that combine to form its unique character. These include:

*In-depth inquiry.* The demand to apply a strict academic approach to research and to engage in a full inquiry process, including phrasing questions, finding sources, collecting information, analyzing and synthesizing the findings, and applying the information.

*Authenticity.* The project should include realistic components that go beyond simulation or a hypothetical exercise and connect the project to the real world. These components include, for example, the final product, the quality criteria of the project, tools used throughout the project, or the audience to which the project is presented.

*Active learning.* The students are creative partners in the processes of constructing and applying the knowledge.

*Freedom and autonomy.* Some of the decisions concerning the content and means of learning and the implementation of the project are taken independently by the students.

*Challenging questions or problems.* The learning is based on questions or problems, and the search for the answers motivates the learning processes and the project. In order to meet the requirements of in-depth inquiry and authenticity, the questions and problems should be structured in a manner that provides an opportunity for thorough learning, be interesting to the students, and be relevant to their world. For these reasons, it is desirable that the students participate in formulating the questions or problems.

*Collaborative learning.* Although theoretically PBL work can take place individually, the strong preference is for collaborative learning in small groups. This preference is connected to the view that learning is a social process, and it further supposes that collaborative work encourages the students to be more involved and responsible [1], and also helps them to improve their social skills.

*Product and product presentation.* Every project should yield a final product, and the final product should be presented and explained to an audience, preferably one that has an interest in the project and that goes beyond the confines of the classroom. The possible range of products is large and includes, for example, presentations, short films, exhibitions, programs for enhanced efficiency, games, and instruments. Even though the learning produced throughout the entire process is the main goal of the project rather than the final product, the latter is certainly an essential component of the method, giving it its unique task-oriented and practical quality and helping to distinguish it from its pedagogic relatives [1].

Alongside the advantages, challenges are also encountered in the successful implementation of PBL in higher education. One of the most effective and useful method to use is *Changes in the roles of lecturers and students method*. The PBL method imposes greater responsibility for learning on the students than regular learning, while the lecturers become guides and facilitators. The change in roles and responsibilities – both for students and for lecturers – may lead to uncertainty regarding methods of

implementation. Another one part of any discussion is a *Driving question*. Students need it in any situation, it leads students to discussion a lot using new vocabulary they just have got. A good driving question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The question should be provocative, open-ended, complex, and linked to the core of what you want students to learn. It could be abstract (Why do police use different methods of questioning?); concrete (What are the methods of questioning?); or focused on solving a problem.

Students find project work more meaningful if they conduct real inquiry, which does not mean finding information in books or websites and pasting it onto a poster. In real inquiry, students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and often ultimately leads to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation — a new answer to a driving question, a new product, or an individually generated solution to a problem.

Research indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as critical thinking, problem solving, and collaboration; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need professional development, school and district support, and opportunities to collaborate in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways [2].

The Project-based learning is often impressive and when teachers use this method they always get a good result. Creating a learning environment is a key point of this method and of course it helps students to memorize new vocabulary faster and easier.

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### **ЦИФРОВІ ТЕХНОЛОГІЇ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ: ОСОБЛИВОСТІ ЗАСТОСУВАННЯ**

Стрімка інформатизація стала новим викликом ХХІ століття. Цей процес дуже активно впроваджується у всі сфери життя, і в останні роки все частіше зустрічається в освітньому просторі. Інформатизація торкається усіх навчальних ланок, в особливості вищих навчальних закладів, призводить до зміни навчального процесу, який зорієнтований на максимальну оптимізацію навчання до потреб його учасників. Вважається, що впровадження технологій у якості засобів навчання позитивно впливає на його результативність та ефективність.

До цифрового середовища дуже швидко адаптуються діти, найчастіше ще до досягнення шкільного віку, вони набувають певні навички. Для закріплення цих навичок потрібно впроваджувати і розвивати їх в загальній освіті. Для забезпечення високого рівня цифрової грамотності стає необхідним зміна форм, методів, технологій навчання, впровадження нових підходів в системі загальної освіти.

Як показує практика, формування певних компетенцій відбувається на різних рівнях освіти відповідно до цілей і вікових особливостей учнів. Цифрові навички повинні формуватися протягом всієї освітньої діяльності, починаючи з початкової школи [1].

Прогнози вчених з цього приводу вже почали справджуватись – і у школах, і в коледжах, і в університетах навчання поступово починає керуватись засадами цифрової педагогіки та стає безпосередньо пов'язаним саме з цифровим навчанням. Під цифровою педагогікою розуміють використання у навчальному процесі електронних елементів з метою посилення та зміни освітнянського досвіду [2].