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## PROJECT FOREIGN LANGUAGE TEACHING TECHNOLOGIES AND CULTURE

Educational project technologies are related to humanistic technologies and are based on personally oriented and differentiated approaches to learning, providing modeling of social interaction in a small group during the pedagogical process [1, p. 45].

Project technologies have a wide scope of application in various fields of knowledge: they are versatile and can be applied in many disciplines, at all stages of education, from pre-school to high school, both in the classroom and outside the classroom. Project technologies increase educational motivation, develop cognitive interest, creative abilities, promote deeper learning of program material, planning of own educational activity, formation of skills and practical application of the acquired knowledge, develop project skills and competences that are essential.

But there are some requirements for using project technology. Polat emphasized that the project method could be used anywhere under the conditions [3, p. 43–47]:

1. The presence of a significant problem in the research creative plan/task that requires integrated knowledge, search to solve it.

2. Practical, theoretical, cognitive significance of future project work results.

3. Independent (individual, doubles, group) activities of students.

4. Structuring the content of the project (with the phased results).

5. The use of research methods that involve a certain sequence of actions:

– identification of the problem and tasks related to it (use in the course of joint

research of interactive techniques such as “brainstorming”, “round table”, etc.);

– hypothesis of their solution;

– discussion of research methods (static, experimental, observations, etc.);

– discussion of ways of designing the final results (presentations, creative reports,

viewing, etc.)

– collection, systematization and analysis of the received data;

– in summarizing, material registration of results, their presentation;

– conclusions, new research problems.

These requirements should be supplemented by the availability of a specific project work product at each stage, as well as a project portfolio – a folder containing all the work materials (drafts, reports, plans, diaries, research and analysis results, presentation materials, etc.) [2, p. 100–120]. The project materials

folder is part of the student/student language portfolio file. In the field of foreign languages and cultures, project technology is a complex type of educational activity aimed at the integrated use of different types of foreign language communication in order to solve certain constructive-practical, information, research, script and other problematic and creative tasks. These tasks should be aimed at creating different types of creative products (depending on the type of project), ranging from children's illustrations and captions to exploring real cultural and historical issues and specific social studies, writing and filming their own film, booklet publication, website creation, etc. A foreign language, on the one hand, acts as a means of educational, informational, constructive and creative activity of the student, on the other hand, in the process of creating a project, learning the language under study in different aspects of its use. Thus, the project technology of teaching foreign languages and cultures is aimed at creating students / students personal educational product in the authentic situation of educational or socio-cultural activities.

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