

THE STAGES OF ORGANISING AND IMPLEMENTING LEARNING PROJECTS

ЕТАПИ ОРГАНІЗАЦІЇ ТА РЕАЛІЗАЦІЇ НАВЧАЛЬНИХ ПРОЕКТІВ

This article explores the fundamental features of the project-oriented method in foreign language learning. The project form of work is one of the most relevant techniques that allows you to apply the accumulated subject knowledge. Students can see, understand and use the results obtained from project work in real-life practical activities. The article examines the potential for implementing interactive foreign language instruction in universities through a model centered on students' independent project-based work. Consider the general model of interactive learning; it has been proven that search-based teaching, supplemented by student interaction in a digital environment, allows students to autonomously acquire knowledge, collect and research information. Using a project approach to organize work independent of search can increase students' interest in research activities and motivation to learn a foreign language.

Project-Based Learning (PBL) is an instructional approach in which students acquire knowledge and develop skills by engaging in an extended process of exploring and addressing a real-world, meaningful, and complex question, problem, or challenge. The adoption of Project-Based Learning (PBL) as an educational strategy is steadily increasing nationwide, as it is seen as an effective way to make the learning process more engaging for students while fostering the development of competencies essential for success in today's workforce. In the context of English for Specific Purposes (ESP), which requires an interdisciplinary approach due to its specialized nature, the implementation of project-based learning allows for more tailored instruction that aligns with learners' professional needs. Consequently, the instructor's role evolves from that of a traditional language teacher to a facilitator of subject-specific content and skill integration.

Key words: modern information technologies, innovative teaching approaches, global web-based tools, the Internet, educational software, project methodology, project-based techniques, project activities, outcome-oriented learning.

У статті розглядаються загальні характеристики проектного підходу до вивчення іноземних мов. Проектна форма роботи є одним із найактуальніших прийомів, який дозволяє застосовувати накопичені предметні знання. Студенти можуть бачити, розуміти та використовувати результати, отримані від проектної роботи, у практичній діяльності в реальному житті. Досліджено можливість інтерактивного навчання іноземних мов у ВНЗ на основі моделі самостійної проектної роботи студента. Розглянемо загальну модель інтерактивного навчання; було доведено, що пошукове навчання, доповнене взаємодією студентів у цифровому середовищі, дозволяє студентам автономно здобувати знання, збирати та досліджувати інформацію. Використання проектного підходу для організації незалежної від пошукової роботи може підвищити інтерес учнів до дослідницької діяльності та мотивацію до вивчення іноземної мови.

Проектне навчання – це метод навчання, за якого студенти отримують знання та навички, працюючи протягом тривалого періоду часу, щоб досліджувати та відповідати на справжнє, цікаве та складне запитання, проблему чи виклик.

Використання проектного навчання як стратегії навчання зростає по всій країні, оскільки воно вважається засобом зробити навчання більш цікавим для студентів і підкреслити набуття навичок, необхідних для успіху на сучасному робочому місці. Щоб задовольнити потреби своїх студентів, англієцька для спеціальних цілей потребує міждисциплінарного досвіду через свої унікальні якості. У результаті позиція вихователя суттєво зміщується від позиції типових мовних інструкцій до предмета, який викладається.

Ключові слова: сучасні інформаційні технології, новітні освітні підходи, ресурси глобальної мережі Інтернет, електронні навчальні платформи, проектний метод, технологія проектного навчання, організація проектної діяльності, ефективне засвоєння знань.

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Problem statement in general form and its relation to important practical tasks. The objective of the article is to discuss the evolution of the subject "English language for special purposes", as well as the development of project learning, as a form of advanced discipline. It will be important to look at this directly from the perspective of linguistics, pragmatics, and didactics and to demonstrate the most productive development directly from the perspective of foreign language in a non-university university.

Our objective is to investigate the procedure of implementing a project-based approach in the teaching of a foreign language to students at the University of Paths by emphasizing the search activity of students in an interactive mode.

An analysis of recent research and publications. The exploration of autonomous learning

formats within English for Specific Purposes (ESP) groups at technical universities, viewed as a mechanism for implementing learner-centered education, has been addressed in the academic writings of T. Bashynska, L. Botko, T. Volkovska, S. Sysoieva, Z. Taran, O. Copernicus, and others. A comprehensive discussion of autonomous learning methods as a pedagogical technology – encompassing a set of problem-based and creatively oriented approaches – is presented in the research of O. Pometun, L. Pirozhenko, O. Rybina, S. Sysoieva, among others. Notably, the conceptualization of the project method as a multidimensional instructional approach is evident in the works of B. Gershunskyi, P. Petriakov, A. Karachev, N. Matiash, H. Selevko, S. Sysoieva, and others. Additionally, this method is recognized as a highly effective instructional strategy

by I. Bem, A. Khutorsky, and J. Schneider. Contemporary pedagogical discourse further elaborates on the nature, structure, classification, and application stages of project-based methodologies in educational settings, as explored by V. Guzeyev, A. Kaspersky, V. Kuritsyna, O. Pekhota, L. Pirozhenko, O. Pometun, O. Savchenko, H. Selevko, L. Serhieieva, M. Skatkina, and others.

Formulation of the article's goals. This study investigates emerging formats of autonomous English learning in higher education, emphasizing their relevance in technical university settings. The aim of the article is to provide a reasoned justification for the use of effective forms of independent student learning.

Presentation of the basic research material. Organizing and implementing learning projects involves several key stages.

At the organisational and orientation stage, the teacher motivates students, helps form small groups, supports goal setting, and assists in planning. Students define objectives, develop a work plan, and begin gathering initial information.

During the technological and implementation stage, the teacher provides guidance on content and project design, monitors progress, and encourages active participation. Students collect, analyze, and organize data, test ideas, complete practical tasks, and engage in self-evaluation.

The resulting and generalising stage involves the teacher advising on project reporting and evaluation. Students prepare documentation and a summary of results, which includes visual and written components.

In the presentational and creative stage, the teacher assesses the final outcome. Students deliver a structured presentation, covering the topic, goals, results, and conclusions – often using posters, multimedia, or educational models.

Finally, project presentation consists of a 10–15-minute report where students showcase their findings, explain their methods, reflect on challenges, and demonstrate their skills and creative development. This stage reinforces public speaking skills and highlights their individual and team contributions. Assessment criteria serve as the basis for ensuring the quality implementation of the project objectives, they should be communicated to the students in advance and determined individually for each individual assignment. For the highest quality result, the teacher should formulate clear criteria for evaluating the results of work on each participant's project, namely:

- a) depth of understanding and awareness of the project goals and stages of work on;
- b) completeness of coverage;
- c) logical presentation;
- d) non-standard approaches to the solution;
- e) presentation of information;

f) communicative culture;

g) language culture during the presentation.

When evaluating a project, you should also consider the student's personal qualities: level of self-esteem, ability to make informed decisions and understand their consequences; ability to determine the importance and relevance of the issues posed; the appropriateness of the research methods used and the processing of the results; activity during the project, the ability to argue their conclusions, answer questions from opponents; design the results of the project.

Equally important in educational project design is expert (external) evaluation (teachers, classmates, students of parallel groups, senior students, representatives of other institutions). When developing evaluation criteria for experts, it is necessary to take into account: expediency, objectivity, openness, accessibility; content of the project, its presentation, defence of the project.

It is important to note that the project is an intellectual, practical and personality-oriented activity. The project is a way and means for students to gain life experience, the important components of which are self-expression and self-realization of the individual in various types of activities.

It is worth paying attention to special aspects when preparing the project:

a) The subject can refer to the country of the language to be learned, or the country of residence.

b) Questions should be phrased in a way that attracts students to include facts and various sources of information in the relevant knowledge area.

c) The need to involve all students in the work and to provide each task according to their level of language training.

d) In order to motivate students, they must be provided with an interesting and meaningful problem.

Let's look at some types of projects that are applicable when learning a foreign language.

Creative projects in foreign language lessons include: scripts for various holiday shows, a wall newspaper, an album, homemade books and magazines. Students can be involved in research projects through survey forms.

In stronger groups, "Mini-conferences" can be held on the topics studied. Topics can be suggested not only by the teacher, but also by the students.

Such work not only develops attention, but also allows children to remember the vocabulary of this lesson and develops curiosity in children.

Role-playing projects are especially attractive to students. Projects can be done in groups or individually. It should be noted that the project approach can help children learn a range of skills, such as:

- 1. willingness to work in a team;
- 2. accept responsibility for choice;
- 3. share responsibility with team members;
- 4. analyze the results of activities.

This approach creates positive conditions for individuals to develop actively and freely in activities.

In the project method, in addition to oral presentation, students often use other illustration techniques: drawings, collages, floor plans, maps, diagrams, questionnaires, graphs and diagrams. The development of communication skills is therefore reliably supported by various means of conveying this or that information.

In this educational system, unconscious means of memorizing vocabulary and grammatical structures are often used when solving problematic tasks, stimulating the development of creative thinking and imagination. Learning a foreign language through projects is divided into four stages: preparation, implementation, presentation and conclusion. Therefore, the training system for foreign language learning is based on project methodology is implemented in four stages and includes the following groups of exercises:

- at the preparatory stage – for planning the progress of the project, for the formation of lexical, grammatical, intonation skills of speech;
- at the executive stage – to develop listening, reading, writing and speaking skills, to organize the search for written information, to teach how to fill out a questionnaire, for learning how to plan and conduct interviews, to organize a survey, to learn how to write a report;
- at the presentation stage – for teaching oral presentation of projects and for organizing project presentation; at the final stage – to control the formation of speech skills of speaking, listening, reading and writing and to evaluate projects.

A project is the 5 “P”s: problem, planning, information search, product (result of activity), presentation (presentation and defense). This is a logical chain of elements: need-motive-task-action-result.

The number of stages involved in project creation depends on the nature of the problem, the depth of investigation, students' age, and their cognitive abilities. However, some steps are generally applicable: forming groups, setting tasks, analyzing progress, and conducting self-assessment.

The project method is based on several core principles:

- A meaningful and research-oriented problem that encourages creativity and inquiry.
- Practical or theoretical relevance of the outcome (e.g., creating a newspaper, designing a brochure, or performing a role-play). Language work such as grammar and writing improvement is done through refining the project outcome – turning the classroom into a creative workshop.
- Independent exploration using a range of tools (e.g., dictionaries, reference books, digital devices). The teacher supports both language learning and topic exploration, offering linguistic resources when needed.

- Clear content organization, including defined roles and staged outcomes. The goals of project-based lessons include reviewing vocabulary, improving pronunciation, guiding students through project creation, fostering productive work environments, presenting completed projects, and reflecting on the process.

Overall, the project method combines various learning activities, enhancing motivation, engagement, and educational outcomes. It supports the development of academic, subject-specific, and communication skills, helping all learners realize their potential in project work.

Already at the initial stage, children learn to work with dictionaries, reference books, compose messages, think over a presentation method, and of course learn to format their work. Project activities at the initial stage of study prepare students for more complex research work in the future.

All project options are impossible without three main components, which were written about by the German teacher A. Flitner, who defined project technology as a process in which the mind, heart and hands necessarily participate. The mind, heart and hands of students, of course, but personal development is not possible without motive and imitation of authority. Therefore, for successful activities, you need to put the mind, heart and hands of the teacher first.

When presenting projects, it is important to evaluate the quality and structure of the submitted material, the depth of problem analysis, the integration of knowledge from various fields, and the presence of interdisciplinary connections. Attention should also be given to each participant's individual contribution, the reasoning behind decisions made, the level of collaboration and mutual support, the ability to justify opinions and draw conclusions, speech culture, the use of visual materials, the aesthetic presentation of results, and the capacity to manage conflicts effectively.

A project is a structured form of educational activity that guides students through a sequence of progressively challenging and interconnected tasks, culminating in a final creative product. This process allows learners to experience genuine success and develop a sense of pride in their achievements, which they can share with others. It supports students' emotional and personal growth by encouraging them to express their individuality, interests, and opinions.

The project method enables learners to apply their existing knowledge while expanding their understanding of the topic. It represents an effective form of experiential learning, where language and communication skills are used naturally as tools to accomplish meaningful tasks rather than as isolated learning objectives. Through this approach, students develop integrated linguistic, speech, and sociocultural competencies.

Engaging in project work enhances general academic skills and promotes independent learning. It fosters responsibility, decision-making, and analytical

thinking, which contribute to students' performance across other academic subjects. Group projects also allow each student to contribute in a unique way, based on their strengths, creating a supportive environment and increasing confidence and motivation.

To implement the project method effectively, it is essential to start with clear planning, defining learning goals and anticipating the kind of guidance students may need. In foreign language learning, project elements can be incorporated into almost any topic, especially when that topic has real-life relevance for learners. Identifying a meaningful problem for students to explore is crucial.

While the final product of a project is important, the preparation and learning process should not be underestimated. A smaller, well-prepared outcome is more valuable than a poorly organized, larger one. The end result can take various forms depending on the type and focus of the project – creative, research-based, informational, role-playing, or practical. These might include posters, collages, reports, interviews, brochures, dramatizations, or literary texts. Ultimately, what matters most is that students feel successful, gain motivation, enhance their academic and creative abilities, and engage in meaningful personal development.

Students also learn to create the final products of the project in various forms using various digital tools, such as:

- Mindmeister (a tool for creating mind maps);
- infogr.am (one of the most famous services for creating infographics);
- <https://www.slidescarnival.com/category/free-templates> (to choose a colorful presentation template);
- Scratch (for creating interactive stories, video);
- Magisto (video editor);
- TED Talks (the best video presentations on different topics in 100 languages);
- <http://www.naturalreaders.com/index.php> (a program for converting text into speech);
- <https://www.slidescarnival.com/category/free-templates> (creating a colorful presentation template) [1; 24-28].

The adaptability of the project method makes it an effective and widely applicable tool in modern teaching. However, to engage in professional project work, students need to possess a certain level of prior training. Today, many educational programs include a design component. For instance, technical master's students often work on grant-related projects, where they prepare applications for professional grants, engaging in active research throughout the semester. This process typically begins with searching for grant opportunities and collaboratively selecting a project topic through group discussions.

Then a literature search is carried out on the subject of the grant, analysis and discussion of various

aspects of the topic, which occurs both in extracurricular and in classroom communication modes [4; 167].

Students also discuss the distribution of the grant budget, prepare their resumes, and agree on their roles in the project process.

At the final stage of educational design, each group of students makes a presentation of their project, and also submits a report on the grant application, which includes the text of the application, justification for the use of the budget, resume, abstracts of reports at conferences, etc. The project approach enables you to effectively follow the principles of the personal approach [5; 96], which contributes to the fullest development of students' creative potential.

When learning in collaboration [6; 8], positive interdependence of group members, individual and shared responsibility for the result, and collective self-esteem arise. The opportunity to work with relevant, authentic material that has semantic and substantive value for future professionals makes project-based learning quite innovative.

Following the project's oral presentation, both students and the teacher review and assess the presentations, highlighting strengths and areas for improvement. This reflective process helps enhance the organization of future project work.

A common challenge in project-based learning is ensuring fair and objective evaluation by the teacher. A key question arises: should assessment focus solely on students' foreign language skills, or also consider each participant's actual contribution to the project? To address this, it is recommended to evaluate students based on their assigned roles and level of involvement in producing the final project outcome.

It is proposed, first of all, to appoint a project manager who is responsible for providing reliable information about the degree of involvement of the research group members (3-4 people) in the implementation of each of their project tasks (for example, participant 1 – 30%, participant 2 – 50%, participant 3 – 20%) and gives a preliminary assessment of the work they have completed. In addition, a technical director, text editor, economist, etc. can be appointed. Organizing project-based activities boosts student engagement and supports the development of career-focused personal traits.

In higher education, project-based English language instruction has become widespread in recent years. This approach effectively stimulates students' personal involvement and encourages active thinking during the learning process.

English instruction typically follows two directions: improving students' spoken skills on general topics and developing their ability to translate and work with professional texts – enabling them to analyze, discuss, and summarize specialized content.

Project-based learning proved to be especially effective during the period of covid restrictions, when

a transition to distance and online learning formats was necessary. The work program of the English language discipline for first-year students often includes two project assignments on conversational topics per semester with study meetings on the issues and presentation of the project product in digital format, for example, electronic presentations and audio/video projects.

For example, within the framework of the "My University" topic, students are invited to prepare a project "Famous People of Our University". On the topic "My Favorite Place", students are asked to walk around the city, find information on certain architectural monuments and prepare a presentation, and also prepare a presentation on the topic "My Native Town". Experience has shown that performing regular search tasks in the form of projects helps develop independence in completing tasks and increases the motivational component of students [8; 300].

By the end of the first year, most students acquire the skills for independent work and using digital tools for project completion. However, varying levels of language proficiency among students present challenges in teaching. At the same time, project-based learning enhances their specialized vocabulary and foreign language presentation abilities.

As well as gaining knowledge of project methods, learners feel they have developed specific soft skills and improved self-esteem. The answers below seem to prove this.

- *My teammates are biracial. This is how I learned how to communicate and work with them.*

- *Teamwork is important. Don't be selfish. As a leader, don't go overboard emotions run high when the unexpected happens. Be professional.*

- *I learned skills such as interaction, planning and management.*

- *From now on I also gain confidence in speaking English.*

- *I also learned from my friends how to give great presentations.*

Project work not only enhances students' communication skills but also supports their overall personal development. Studies show that students often face challenges such as limited time, difficulty interacting with respondents, and low confidence due to weak language skills. However, project activities boost students' interest in the subject and overall motivation to learn. They engage actively in problem-solving and research, produce tangible outcomes, and gain experience in presenting their work publicly. Additionally, students learn to manage time effectively and develop creative thinking and individual talents within the project framework.

Conclusions. Thus, project work leads to several important outcomes. It enhances students' self-esteem, fosters creativity, and contributes to their

personal, social, and spiritual growth. Through this approach, learners become more motivated, develop better communication and social skills, and engage more actively in the learning process. Projects introduce students to practical use of a foreign language, improving their speaking, vocabulary, and writing skills, while also encouraging realistic self-assessment of their language proficiency. By summarizing, reinforcing, and applying academic content in practice, project activities help improve academic performance and address learning gaps. Although this method may not solve all challenges in foreign language teaching, it successfully combats monotony and supports students in realizing their role within a group, expanding their linguistic competence and general knowledge. Project-based learning also stimulates creativity, research abilities, and self-expression, offering a real opportunity to apply interdisciplinary knowledge in a foreign language context. It increases students' interest and builds positive motivation, which is essential for success. Moreover, working on projects teaches collaboration, empathy, and mutual support. As an innovative educational approach, the project method aligns with the goals of modern higher education, providing an effective alternative to traditional instruction and supporting the comprehensive development of learners for real-world application.

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