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**PROJECT METHOD AS A TOOL FOR OPTIMIZING THE PROCESS  
OF EDUCATION IN HIGHER SCHOOL  
МЕТОД ПРОЕКТОВ КАК СРЕДСТВО ОПТИМИЗАЦИИ ПРОЦЕССА  
ОБУЧЕНИЯ В ВЫСШЕЙ ШКОЛЕ**

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**Abstract.** *The strategic goal of reforming and modernizing higher education and science in Ukraine - the creation of an effective innovative educational environment in higher educational institutions - leads to the development and introduction of new methods and forms of teaching in the pedagogical process. The purpose of the work is to reveal the role and significance of innovations, in particular, the innovative design methodology of teaching in modern education of translators and lawyers. The project method, as person-oriented pedagogical technology, has become widespread in various subject areas, including study of foreign languages. But the problem of practical implementation of the method of projects into training largely remains undeveloped. The difficulty arises from the variety of types of projects and their means of conducting. There is a problem of choice and creation of favorable conditions for the most effective implementation of projects into study of foreign languages. The article analyzes innovative methods in the context of higher education didactics and pedagogy; the further development of the innovative method of projects and effective pedagogical technologies of teaching the discipline "Legal Philology" for translators. The optimal means, types and forms of educational and cognitive activity for the discipline "Legal Philology" have been improved on the example of implementating the design method in the practical project "Protection of Consumer Rights in the Judicial Practice of the Sumy Zarichny Court".*

***Key words:** innovative project design, innovative technologies, brainstorming, independent research, pulse phase, planning phase.*

## **Preface**

The main direction of modern development of higher education in Ukraine is determined by the general progress of the national high school to joining the pan-European and world educational space, harmonization of national and international standards of higher education in the context of the Bologna process. The aspiration of European universities to the highest level of quality, competitiveness and fidelity, accessibility and democracy requires the educational structures to plan joint steps in creating a unified "Europe of Knowledge". The strategic goal of reforming and modernizing higher education and science in Ukraine is creation of an effective innovative educational environment in higher education institutions through the promotion of progressive innovations, introduction of modern technologies and educational models. The participants of educational process at the modern university should be "taking into account the possibilities of modern information technologies of education and focusing on the formation of an educated, harmoniously developed personality, capable of continuous updating of scientific knowledge, professional mobility and rapid adaptation to changes in the socio-cultural field, management system and labor organization in conditions of a market economy "[2, p. 242.]. The necessity of openness, mobility, rapid response to changes in society leads to the development and introduction of new methods and forms of teaching in the pedagogical process. The concept of "innovation", although it has been in the international lexicon for more than a hundred years, was actualized in the scientific and educational sphere only in the last quarter of the XX century. Innovation as a concept in the context of innovative training was considered by J. Botkin [1], S.O. Sharonova, N.V. Articutsa [4], I.M. Dychkivska.

**The purpose of the work** is to reveal the role and significance of innovations, in particular, the innovative design methodology of teaching in modern higher school education of translators and lawyers.

**The scientific novelty of the obtained results** is that the essence of the concept of "innovation" in relation to higher education is generalized; innovative methods in the context of didactics and pedagogy of higher education are analyzed; further development of the innovative method of projects and effective pedagogical technologies of teaching the discipline "Legal Philology" for translators is promoted; the optimal means, types and forms of educational and cognitive activity for the discipline "Legal Philology" have been improved on the base of implementation of the project method in the practical project "Protection of Consumer Rights in the Judicial Practice of the Sumy Zarichny Court".

### **Basic text.**

The word "innovation" (the English word innovation is derived from the Latin innovatio - update, change) in the "Dictionary of Foreign Terms" (2000) is registered in the following meanings: 1) Innovations in the field of economics, technology, etc. based on the achievements of science and progressive practices; 2) A new phenomenon in the language "[6, p. 230]. As we see, in the explanatory dictionaries the special meaning of the term "innovation", connected with the educational sphere, is not fixed. Noteworthy is the definition of the term "innovation" in J. Botkin's "Innovative Learning": "Innovation is a constant desire to reevaluate values, preserve those that are irrefutable, and reject old ones" [1].

Thus, innovation is some new development based on the achievements of science, education, advanced pedagogical and managerial experience, designed to stimulate the development of progressive and highly effective educational technologies; they are new promising trends, processes and approaches in the development of modern higher education, based on a combination of scientific and educational activities, theory with practice, integration and differentiation of modern knowledge, fundamental training of specialists in narrow specialities and aimed at modernization, improving the quality and efficiency of modern educational process [4]. The original term of innovation in scientific-pedagogical and methodical literature is most often used in terminological phrases: innovative method, innovative

technique, innovative approach, innovative technologies, etc. The term method in the most general sense means "a method, or a system of methods for achieving any purpose, for performing a particular operation" [5].

Extremely high efficiency of the educational process in studying the discipline "Legal Philology" provides the application of such methods and forms of educational work as: analysis of errors; audiovisual teaching method; "brain storm"; Socrates's dialogue; "Tree of Solutions"; discussion; business game (students perform the role of legislator, expert, legal adviser, notary, client, judge, prosecutor, lawyer, investigator); "Take a Position"; comments, evaluation of participants' actions; master classes; method of analysis and diagnostics of the situation; interview method; project method; modeling; training ground; problems method; public speaking; work in small groups; individual and group trainings and others.

Let's consider the application of the method of projects in the teaching of discipline "Legal Philology" for students-translators.

The idea of projects has existed for more than a century, but has become popular during the previous two decades due to changes in the orientation of educational goals. The method of projects was developed by the American teacher U. Kilpatrick in the 20's of the twentieth century as the practical realization of the concept of instrumentalism by J. Dewey, that training should not only prepare the student for life, but must also be an integral part of life itself. Significant contribution to the study of the method of projects was made by C. Guines, T. Hutchinson, D. Reinhard, F. Beg, O. Demin, I. Oliynyk, N.D. Galskova, N.F. Koryakovtseva, S.Yu. Nikolaev, T.S. Panina, O.B. Tarnopolsky.

But the issue of practical implementation of the method of projects into the content of training largely remains undeveloped. The problem arises from the variety of types of projects and their means of conducting. There is a problem of choosing the most effective implementation of projects into studying foreign languages.

A project in the teaching of a foreign language can be defined as a set of tasks that involve organized, long-term, independent research in English both in the

classroom and in extra-curricular time, the purpose of which is to create a finished product in the form of creating a booklet, a newspaper, video, etc., and an oral presentation of the selected problem with the use of various means of visibility. In our opinion, in order to guarantee the successful implementation of the project, students should be acquainted in advance with certain methods and techniques of conducting projects: methods of synthesis, analysis, induction, deduction, comparison, description, systematization. Each method is realized with the help of scientific methods (continuous sampling of materials, classification of material according to certain parameters, data processing, etc.). This approach meets the basic principle of learning - the ability to plan and analyze your own learning. A student progressively develops the ability to use certain techniques and training strategies on other authentic material while working on the project. Thus, he learns the independent organization of his own learning process. Taking into consideration research sources [1; 3; 4; 5], it is possible to distinguish the following phases of the project implementation: initiation, planning, conduct, presentation, evaluation, documentation. The first phase of the project is the phase of the initiation, the phase of collecting ideas and choosing a topic. During the phase of initiating a project, the first aim is to clarify what students generally want to do. Students should be motivated, so the choice of subject and the way of its realization should depend only on students. At this stage the best means of collecting ideas is "brainstorming." The essence of the project should be expressed as clearly as possible through the establishment of the main objective of the project. It must be obvious to everyone. Work with keywords and advertising messages can be very useful at this stage. It is also important to identify so-called "non-goals", that is, those actions that should not be implemented. This will help you to identify the true specific project objectives.

The essence of the planning phase is to simulate, as realistically as possible, in mind, and then on paper, the future course of the project. In the planning phase, appropriate ways of achieving the goals are being developed. The plan is based on the distribution of future tasks. The project should be divided into semantic subfields. The structure should be clear to all participants. Tasks are evenly distributed among

students. Students must clearly understand what they need to find, work out a certain amount of material and complete their tasks for a certain time period.

During the implementation phase of the project, the practical implementation of the plan is carried out: the search for and processing of the materials on the necessary topic, conducting research, interviewing, step-by-step control of the tasks, analysis and synthesis of the found information, adaptation of the material to the project format, identification of further goals. The project can have a research, searching, creative, prognostic, analytical and game character. Monitoring, analytical review, legal or judicial expertise, issuing a collection of documents, preparing a role-playing game, organizing discussions, litigation debates and their videorecording, etc. can serve as an example of a project task.

In the process of project work in a foreign language, students "plunge" into a specific problem, the solution of which requires self-mastery of certain aspects of culture and certain linguistic means, communicative skills, linguistic and cultural information, strategies of oral and written linguistic communication. Creating the final product of the project produces the integration of all aspects of language and culture mastery in order to solve the problem.

In order to get acquainted with the main principles and phases of the project implementation and the development of competences that students can apply in the process of their training, during the 6<sup>th</sup> term of academic year 2016-2017 and 5<sup>th</sup> term academic year 2017-2018 in practical classes on the discipline "Legal Philology" the informational, creative, practical-oriented project "Protection of Consumer Rights in Judicial Practice of Sumy Zarichny Court" was carried out in groups of 2<sup>nd</sup> and 3<sup>rd</sup> year students-translators. During the 6<sup>th</sup> term of academic year 2016-2017, translators of the third year of studies got interested in the issues of court cases on consumer rights protection while studying the topic "Legal Procedure - Civil Cases". They were asked to apply directly to the Sumy Zarichny Court. With the help of the lecturers, agreements were reached with the staff of the judicial institution, and at the appointed time a group of students was invited to a hearing the case of violating consumer rights in the Sumy Regional Court. The second year students, who are not taught the

specialized (legal) disciplines yet, appealed to the teachers to join in attending this event, motivating the request that they will study "Legal Philology" during the next academic year (in the 5th term), so this experience will be useful to them. Before the court hearing, the court staff acquainted students with the structure of the judicial institution, reminded about the peculiarities of work of the municipal courts, told about specific civil cases that are coming to the trial. During the conversation, students repeatedly expressed their desire to learn more. Therefore, in order to find out what exactly should be investigated, it was proposed to create an associagram "Protection of Consumer Rights in the Judicial Practice of the Sumy Zarichny Court". The work was based on E.S. Izhko experience in "Modern Technologies of Education in Higher School" [3]. Among the diversity of ideas, associations, concepts, statements were the following main aspects: civil-procedural issues of consumer protection, urgent issues and problems in disputes, liability for breach of contract.

Taking into account personal interests and opportunities, students were divided into groups, which, within two weeks, had to use the different sources, to find as much information as possible about the revealed aspects, no matter in what language. In the next lesson, the students presented the results of their search in the form of a poster (a wall paper) reflecting the fact what (the name of the aspect), where (a book, a magazine, a newspaper, internet source, any organization), in what form (a text, video: news, a concert, a lecture, an audio file, interview), in what volume and language they found. This caused further interest and generated many new ideas for project implementation.

First of all, the question arose: "What can we do?" That is, it was necessary to establish the main goal of the project. After discussing and analyzing the material, it was decided to create a presentation on "Consumer Rights Protection in the Court Practice", including the following aspects: civil-procedural issues of consumer protection; topical issues and issues arising in disputes; liability for breach of contract. During the planning phase, the tasks were evenly distributed among the students, the methods and strategies for their implementation were selected, the time

of implementation of the project and the methods for monitoring and evaluating the results were determined.

During the project's implementation phase, control and verification of tasks were provided, as well as the establishment of further goals and objectives. The task was to translate a large amount of material from the native language into English, which required a certain level of knowledge, a lot of time, high concentration of attention. It greatly enhanced the vocabulary and promoted the development of translation skills. The presentation took place in the format of the seminar "Protection of Consumer Rights in the Judicial Practice of the Sumy Zarichny Court". 2<sup>nd</sup> and 3<sup>rd</sup> year students-translators were invited to the seminar. After the presentation students evaluated the results of the project. Students were asked to note their impressions of the progress and implementation of the work.

At the moment former 2<sup>nd</sup> and now 3<sup>rd</sup> year students create a terminology reference to assist the university's free legal clinic to work with foreign students.

Summing up, we should emphasize the highest level of students' interest during the project, as well as during demonstration of the results and exchange of experience, which means good motivation, and in turn leads to effective mastering of the material. Students have learned far more information than during a traditional classroom activities. The innovative method of projects helped to determine the optimal means, types and forms of educational and cognitive activities for the subjects of the discipline "Courts. Trial", "Legal Procedure – Civil Cases" as an example of the implementation of the project methodology in a practical project "Protection of Consumers' Rights in the Judicial Practice of the Sumy Zarichny Court".

**Conclusion.** After analyzing the essence of the concept of "innovation" in higher education, innovative methods in the context of didactics and pedagogy of higher education, the conditions and means for their implementation in own project, it can be concluded that the project work as a technique helps to overcome the gaps between study of the language and its use in a professional environment.



The process of mastering the language is performed with understanding of a living foreign language culture; the most important requirement of the communicative methodology is realized, namely, the individualization of learning and the development of the student's motivated language activity; emotional impact on students removes the communicative barrier and stimulates sociability; different channels of receiving information are used; the possibility of more active creative activity is realized. The project method implements differentiated, active and effective approaches to learning. The application of the project methodology at a higher school level offers great opportunities for the formation of socio-cultural competence and contributes to improving the efficiency of teaching English.

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**Abstract.** Стратегическая цель реформирования и модернизации образования и науки в Украине - создание эффективной инновационной образовательной среды в высших учебных заведениях для содействия прогрессивным нововведениям, внедрения современных технологий и моделей обучения. Цель работы - раскрыть роль и значение инноваций, в частности инновационной проектной методики преподавания в современном высшем образовании переводчиков и юристов. Проектный метод, как личностно-ориентированная педагогическая технология, получил широкое распространение в различных предметных областях, включая изучение иностранных языков. Но вопросы практического внедрения метода проектов в содержание обучения в значительной степени остается неразработанным. Сложность заключается в разнообразии видов проектов и средств их проведения. Возникает проблема выбора и создания благоприятных условий для наиболее эффективного выполнения проектов при изучении иностранных языков. В статье проанализированы инновационные методы в высшей школе; получили дальнейшее развитие инновационный метод проектов и эффективные педагогические технологии преподавания дисциплины «Юридическая филология» для переводчиков; усовершенствованы оптимальные формы учебно-познавательной деятельности для дисциплины «Юридическая филология» на примере воплощения проектной методики в практико-ориентированный проект «Защита прав потребителей в судебной практике Заречного суда г. Сумы».

**Key words:** *инновационный проект, инновационные технологии, мозговой штурм, независимые исследования, фаза импульса, фаза планирования.*

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