

**THE USE OF A METHOD OF PROJECTS IN THE PROCESS OF
INTENSIVE FOREIGN LANGUAGE TEACHING FUTURE
TEACHERS OF PHYSICS**

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Abstract. *The article discusses the problem of the intensification English teaching future teachers of physics using a method of projects with a professional orientation. The most important factor contributing to the formation of the internal motive of speech activity, been the connection of the project with real professional interests.*

The positive results of the application of intensive methods of teaching a foreign language using design activity manifested in the activity of students and raising the level of competence in the development of all language skills: speaking, reading, listening and writing.

Keywords: *intensification of training to a foreign language , project method, future teachers of physics.*

The main aim of learning a foreign language to language specialties is the development of communicative competence. the formation of such a level of language skills, which will use it to meet the professional needs, the implementation of personal and business contacts and further self-education. However, studies carried out on non-linguistic specialties in order to determine the quality of foreign language training have found that a significant number of students have a low level of foreign language. The reason for this situation may be a low level of the source (the school) training, insufficient amount lessons in the classroom and inefficient self study of students [6].

One possible way to improve the situation is the use of technology and intensive foreign language teaching methods. Features such technologies are: the use of techniques that activate the conscious and unconscious processes of the psyche to create a diverse and strong language base; in the development of tasks that motivate communication; in the optimal organization of interactive communication between all participants in the learning process [3, p. 9]. Thus, under the intense learning a foreign language is meant training, based on unused in normal training psychological personality provisions, with particular attention to various forms of pedagogical communication, the creation of socio-psychological climate in the group, support the training of language, motivation at which removed psychological barriers at assimilation training material [4]. Numerous publications supporters of intensive foreign language teaching methods have shown that their correct application allows to achieve good results both in terms of the acquired material, and in terms of training.

Table 1 shows the basic ideas and principles of intensive methods of teaching foreign languages.

Name of a method	The concept of a method	The sequence of stages of training
The method of activation of reserve capacity of the individual and the collective [1]	Hamessing the power of psychological reserves of the individual and the collective, the manipulation of social and psychological processes of group interpersonal interaction	<ol style="list-style-type: none"> 1. Formation of language ability, since the intonation by finished designs. 2. Go to the lexical and grammatical interaction of the teacher and group of students at the level of analysis of finished designs. 3. Go to the syntactic and phonetic interaction on the basis of active communication teacher and group of students, students with each other, the intensification of the processes of cognition, memory resources, imagination and attention
Emotionally-semantic method [5]	Mastering a foreign language like the native language (phrases and designs are stored naturally)	<ol style="list-style-type: none"> 1. The development of speech in the conditions of everyday interpersonal communication at the household level, the development of reading skills in the language. 2. The development and grammatical correction of speech, the ability to speak the language of the audience, setting out its views on a particular issue. 3. Testing of professional translation skills, reading without a dictionary from an understanding of the total content.
Communicative method [4]	Creating a real communication situations, of linguistic and psychological readiness to communicate using gaming techniques and project method. Conscious understanding of the material and methods of action with him. Awareness of the performance requirements utterances	<ol style="list-style-type: none"> 1. Enhancing cognitive perspectives of the educational process, the meaningfulness of the training session in explaining linguistic facts professor and by students understanding. 2. Understanding the process of foreign language communication as intercultural communication, learning to communicate (speaking, writing, translation). 3 Increased training intensity by increasing the proportion linguistic and semantic activity of the student; the introduction of elements of psychological influence (moral comfort, leveling anxiety, elements of impact on different types of perception and memory). 4. Interactivity in class
Lingvo sociocultural method [2]	The use of a foreign language as a means of acquiring specialized knowledge. Dialogue native and foreign culture	<ol style="list-style-type: none"> 1 Formation intonation capacity for language with the help of ready constructions. 2. Go to the lexical and grammatical interaction between a teacher and a group of students at the level of analysis of finished designs. 3. Go to the syntactic and phonetic interaction on the basis of active communication teacher and group of students, students with each other, the intensification of the processes of cognition, memory resources and attention

There are so many interesting and original methods that you can use to quickly and effectively learn a foreign language. At the same time, training on

the basis of dialogue, including interactively, is the essence of all the technologies of intensive foreign language learning [2]. It may be noted that all methods and means which lead to success in the study of language, must be applied. It is important to remember that you need to learn systematically and pay great attention to self-study.

As you know, among the variety of new educational technologies aimed at the implementation of intensive teaching methods, some interest is project method. The essence of the design methodology is that the purpose of training and ways to achieve it are determined by the students based on their interests, personal characteristics, needs, motivations and preferences. Method project combines all the necessary conditions of intensive training: the use of a foreign language as a means of intercultural communication in the future professional activity, the creation of a special socio-psychological climate in the group, the removal of psychological barriers at assimilation of educational material, the activation of interactivity.

The aim of the study was the use of project method to intensify English language learning process of the future teachers of physics. Experimental research was conducted on the basis of the South Ukrainian National Pedagogical University named after K. D. Ushynsky with students of physics and mathematics, specialty 6.040203 - Physics *. According to the curriculum, the discipline "Foreign language professional direction" on this specialty is studied only for the first two semesters in the amount of 48 hours of classroom instruction and 72 hours of independent study.

In organizing the project activities in the process of learning a foreign language arose pedagogical and psychological problem of creation, formation and maintenance of communication needs in a foreign language and knowledge by means of the language personally meaningful professional reality. The general principle of the method of projects consisted in a direct connection of the project. with the content of the educational material. Projects were carried out in accordance with the substantive modules of the curriculum. Before starting work on the project the teacher explains to students the topic of the module, and then within a development project focused on students' practical application of theoretical knowledge.

In accordance with the curriculum in the first year the future teachers of physics studying the section of General Physics "Mechanics", which introduces the basic physical terms, are formed ideas about the properties of space and time, Newton's laws formulated. Therefore, students have chosen such topics of educational projects "The concepts of space and time, from Newton to Einstein", "The etymology of the physical terms", "Isaac Newton - the great physicist of all time", as the theme of projects relating to problems of physical education and physical science were selected such as "Physics in the Ukraine and Western Europe schools", "Physical education in higher educational

institutions of Ukraine and Western Europe”, “The most important directions of the third millennium of physics”, “Institutes Physics of the National Academy of Sciences of Ukraine”.

The most important factor contributing to the formation of the internal motive of speech activity at the vocational training were, first of all, communicate of ideas of project with professional interests future teachers of physics. The teacher developing the project provides advisory and coordination function. Work on the project encompassed three main stages with relevant content and functionality activity of students and teacher: preparatory, basic and final. The preparatory phase was aimed at creating motivation, goal-setting, planning. At this stage, the students determined the topic, analyzed problems, precise target outcome. Students discussed the problems put forward their solutions, creating working groups, assign roles, defined the sources of information, methods of collection of information. The main stage is to make decisions, discussing ways to implement the project, determining the methods of presentation of results, information collection, the creative processing of the project. At the final stage of the project was carried out protection and evaluation. Students at this stage developed the shape presentation, defended the project, collectively analyzed. Teacher watching students, he supervised the development of ownership by all kinds of speech activity: speaking and listening comprehension of the English language as well as reading and writing, students focused on mastering content modules of the curriculum in the course of project implementation. An important factor in the development of the internal motive contributing to speech activity in the process of project-based learning has been, above all, the relationship with the content of the project real, popular professional interests.

Conclusions. Thus, in cooperation with the teacher on an equal footing intensively developed communicative professional competence of students. Positive results and demand the implementation of intensive methods of learning a foreign language using design activity showed activity and interest of students in the course of the project, increasing the level of communicative competence, which were manifested in the intensive development of all language skills: speaking, reading, listening and writing.

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CLASSROOM DISCOURSE IN PRE-SERVICE ENGLISH TEACHER EDUCATION

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Abstract. *The article deals with the problem of mastering teacher talk within pre-service English teacher education. Verbal interaction between the teacher and pupils constitutes an indispensable part in all classroom activities. A series of tasks aimed at developing students' teacher talk skills was worked out. It includes three groups of activities: analytical activities, knowledge activating activities and interactive activities (such as role-plays, simulations and scenarios). The activities proved to have an advantage of involving students in the process of fulfilling authentic tasks closely related to their future profession providing them with plenty of practice and opportunities for interaction. Thus integrating classroom discourse training into the process of pre-service foreign language teacher education is a rewarding experience.*

Keywords: *classroom discourse, teacher talk, verbal interaction, pre-service English teacher education.*

Despite significant developments in foreign language teaching practices at the university level, the problem of training verbal communication in the classroom has not lost its vital character. Teaching is one of the types of social activity with its specific relation between teaching and learning as two socially conditioned activities, realized in complex. The complex of teaching and learning activities determines and organizes the whole system of didactic