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## **СУЧАСНІ ПРОБЛЕМИ УПРАВЛІННЯ ПІДПРИЄМСТВАМИ: ТЕОРІЯ ТА ПРАКТИКА**

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## PROJECT-BASED LEARNING IN THE DEVELOPMENT OF STUDENTS' PROFESSIONAL SKILLS

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**Abstract** — The work reveals the peculiarity of Project-Based Learning methodology. The main advantages of this method are described. It is underlined that Project-Based Learning is an interdisciplinary method. Largely a lot of subjects are underpinned by a real practice. The impact of Project-Based Learning in developing professional skills of students is highlighted. The ways how teachers can implement Project-Based Learning in their classroom activities are provided in the article.

**Key Terms** — Constructive learning environment, an interdisciplinary method, progressive teaching methodology, Project-Based Learning, a team work.

Project-Based Learning, or PBL, is an instructional approach based on learning activities and real tasks that have brought challenges for students to solve. Project-based Learning can be considered as a dynamic classroom approach when students actively analyze real-world challenges. PBL is generally prepared by groups of students working together towards a common aim.

Project Based Learning is a method at which students gain knowledge during the practice. They research a topic, consult a teacher and apply the digital technologies. Students unite themselves in groups where they brainstorm the ideas and distribute their responsibility. PBL teaches students not just contents of a subject, but also important life skills in ways students have to be able to function like adults in our society. These essential skills comprise interpersonal communication and presentation skills, time management and organizational

skills, research and brainstorming skills, self-assessment and reflection skills, self-monitoring, group participation and leadership skills, critical thinking and tolerance for others.

Project-Based Learning gives students an opportunity to ponder their own ideas and points of view, and take decisions that impact project outcomes and the learning process on the whole [1].

So, let's consider some important issues and the peculiarity of PBL methodology. Education has been one of the most conservative and invariable sphere of human activity for a long time. The appearance of computers, interactive boards, projectors and other equipment is just subsidiary tools. The way of teaching has not changed: a teacher explains, pupils listen to, write down and then answer. Project-Based Learning methodology is supposed to immerse every student deeply into the learning process. A teacher strives to coordinate the teaching-learning process, gives almost free hand for creativity, students try on the experts' role in the different spheres [2].

Basing on the methodology name it is clear that a key moment in the learning is a project. A project can be any research in any sphere, an organization of an exhibition, creative work in making videos, films and so on. Students are given a topic, limited time and precise criteria of assessment and no other limits. A project is a team work so every student gets his own role. A great deal of concentration on a specific task allows students to find out a lot of nuances of a studied question. Pupils have scientific achievements of the third millennium in strong disposition to explore and discover.

The Project Approach is built on natural curiosity, enabling students to interact, ques-

tion, respond the situation, connect, problem-solve, communicate, reflect and react, and more. This kind of authentic learning extends beyond the classroom to each student's home, community, nation, and the world. It essentially makes learning the stuff of real life and students are active participants in it [1].

The main advantage of PBL method is an increased students' involvement in the learning process. PBL teaches not to answer the questions at the end of the paragraph but to put the questions. During Project-Based Learning students not only master the material for their exam but they learn how to apply it. PBL also helps students understand, apply, and retain information. Project-Based Learning can give students an opportunity to work in teams and build fruitful collaboration with classmates. Needless to say that PBL can be more productive than traditional methods of teaching, and increase academic achievement. Students who work on projects demonstrate increased motivation and involvement in their studies [3].

Project-Based Learning is an interdisciplinary method. Largely a lot of subjects are underpinned by a real practice.

It is very important to define the teacher's role in PBL. The teacher's role is decisive. He or she runs the process, monitors, reacts to all the changes and assesses work. The ability to use Project-Based Learning is an indicator of high teacher's qualification, his progressive teaching methodology and his students' development. For good reason these technologies refer to XXI century technologies which are supposed to have an ability to adapt to rapidly fluctuating human life conditions. [4]

This task is quite complicated for teachers. They should observe this method before using it. Teacher should start with a short-term project. Some teachers use PBL extensively as their primary curriculum and instructional method. Others use PBL occasionally during an academic year. Project-Based Learning can be included into a current module or adapted from PBL online-library or any another recourses. Projects vary in length, from several days to several weeks or even a semester. PBL can be effective at all grade levels and subjects, as well as at alternative programs. [2]

Some researchers claim that Project-Based Learning raises academic achievements and encourages student motivation to study. Research studies also have shown that PBL can: be more productive than traditional ways in enhancing academic achievements on annual state assessment tests; be more effective than traditional method for life skill development and satisfaction of students and teachers; be fruitful with backward pupils; improve students' skills such as critical thinking, imagination and creativity, interpersonal communication, collaboration and innovation. Of course, as any teaching method, PBL can be used effectively or ineffectively. To be effective, projects should be planned to put crucial questions, require students to apply their critical thinking, and demand deliberate thought and ongoing feedback. Usage of new technologies has made PBL easier to implement. Gadgets help students take photos or video, search for information and make presentations. Using technology, students can more easily collaborate with classmates and consult teachers anywhere and anytime.

Project-Based Learning varies from classroom to classroom, but is often characterized by the following features: 1. PBL is organized around a problem or challenge without a predetermined solution; 2. PBL requires critical thinking, problem solving, collaboration and various forms of communication; scientific achievements of the third millennium; 3. Students create the process for reaching a solution; 4. Students learn to work independently and take responsibility for making decisions; 5. Students regularly reflect on what they are doing; 6. A final product is produced and is evaluated for quality; 7. The classroom has an atmosphere that tolerates errors and changes; 8. A teacher is more a facilitator rather than a leader.[3]

The Project-Based Learning method produces a Constructive learning environment in which pupils construct their knowledge. While a teacher of the "old school" model was the task master, and the teacher of the "new school" has become the facilitator.

Let's consider the several ways to implement PBL in the classroom.

1. Students as teachers. The new model of learning is called "side-by-learning" when stu-

dents taking on both informal and formal roles as teachers of their peers and younger students, and in many cases of teachers.

2. Teachers as coaches. Teachers who involve their pupils in PBL activities also find their own role changing. They teach students how to question, how to develop strategies for searching information, and how to brainstorm new ideas.

3. Parent and community involvement. Because of popularization of the internet, students make more and more connections and closer relationships inside schools and universities as well as outside in the real world. Parents and many other members of the community can play effective and crucial roles as motivators, sources of new information, assessors and guiders.

4. Learn to learn. Fruitful online projects encourage students to work on a problem in depth, rather than cover many aspects briefly. Students select the material thoroughly to solve the problem or complete a project; rather the teacher takes a decision relevant to a curriculum.

5. Lifelong Learning. Students work on projects connecting with real life experience and develop their life skills.

6. Active Learning. All people learn best by doing. They explore, gather new material, create, brainstorm and organize information. Pupils have to communicate and develop their social skills to find out the best ways of problem-solving.

7. Cooperative Learning. Cooperative Learning is the usage of small students' groups in the real or in the virtual class. This method pays great attention to team goals and team success which can be reached only in ongoing collaboration and interconnection between all the team members. Students work directly with students from other places and cultures, and communicate not only with peers, but with experts in a large number of fields [4].

English teachers are really interested in Project-Based Learning. A significant advantage of this methodology is a fact that students use a target language to prepare for a project. During PBL speech content is in the center of attention, which assists to involuntary memo-

rizing of lexical material and grammar structures. [1].

Projects should be implemented at the final stage of a definite unit or a topic, at the end of a semester or a term. Project-Based Learning provides students for a foreign language practice. Projects which can be applied at English lessons can be divided into two groups: individual and group projects.

Traditionally Project-Based Learning is still comparatively fresh idea for most teachers. The importance of PBL can be linked back to the skills required by the 21st century workforce. Scientific achievements of the third millennium and digital-age technologies bring some changes into the teaching-learning process. Completely new methods are demanded in the classroom and for the majority of teachers it may be hard to implement these ideas into action [3].

Fortunately, as lifelong learners, we all have experiences by which we discover new knowledge and information and learn to use modern tools to achieve our aims.

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