

ABSTRACTS

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DEVELOPING PHILOLOGY STUDENTS EDUCATIONAL AUTONOMY BY MEANS OF PROJECT METHOD

Taking into account the lack of class hours which students spend under the supervision of the teacher, they must be capable of working independently. Moreover, only a self-organized and conscientious person can progress significantly in his/her studies.

Unfortunately, in Ukrainian educational system too little attention is paid to the development and maintenance of students' autonomy to the detriment to their personal development and skill acquisition.

The autonomy development is particularly valuable for philology students as learning languages requires regular and extensive practicing not only within class hours.

Thus, it is essential to define the most effective ways how to form students' learning autonomy. The article analyses the project method as one of the most advantageous in this respect. The benefits of this method are presented, as well as possible side effects when the method is implemented incompetently, without careful mapping out.

In addition, the author introduces a project on learning types of writing which has been applied practically and resulted in conspicuous improvement in students' attitude towards the study process.

Key words: autonomy, project method, academic writing, written language.