

Psychological Foundations of Organization of Project Activities at Foreign Language Classes in the Modern System of Higher Education of Ukraine: from the History of Psychological Paradigm to the Practice of Foreign Language Communication

Психологічні засади організації проєктної діяльності в сучасному закладі вищої освіти України у процесі оволодіння іноземною мовою: від історії психологічної думки до практики іншомовної комунікації

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ABSTRACT

The aim of our research is to show psychological mechanisms of organization of Project Activities in the modern system of higher education of Ukraine: from the History of Psychology to present-day practice.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

The results of the research. Tasks, proposed by us for students to perform at foreign language classes, actualize the psychological mechanism of the cumulative feature of recognition, which allow us quickly, almost simultaneously, formulate the person's individual image of the world for each new task and carry out its recognition already in a view of this new construction, which will be the basis of Project Activities. Therefore, recognition itself does not become a problem for the student, because the problem will be determining the significance of the task itself. However, such a possibility under the conditions of treble perception of the task is quite doubtful in itself, but, at the same time, the student performs this task. The psychological mechanism in this case is synibularity (from Latin *sinibulis* – "similar"). In this case, we are talking about the synibularity of Project Activities.

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Conclusions. *We have proven that the synibularity of Project Activity is a mechanism that actualizes the similarity, compatibility of objects in a view of their individual components, details and features. The synibularity of Project Activity is the basis for the formation of associative chains and it is one of the factors that form a certain Project as a whole. The synibular associative chain of Project Activity is a monomodal mental construction that is created due to the identical features of various object concepts that are included in the description of the Project. The fixation of synibular relations in Project Activity is based on the possibility of recognizing the object not only taking into account a stable, logical pattern, but also taking into account individual details; irradiation of the significance of the object, which is basic in Project Activity, on its basic features and the significance of their restructuring, which, in turn, affects the significance of the ranking of Project features, and the presence of form-content relationships facilitates the connection of the external features of the object with its internal qualities and characteristics.*

Key words: *Project Activity, projects, psychological mechanisms of organization of Project Activities, synibularity, synibularity of Project Activities, synibular associative chain of Project Activity, synibular relations in Project Activity.*

Introduction

Having analyzed the theoretical sources (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020), we can say about the importance of using information technologies in the process of Project Activity at the universities. This problem cannot be overestimated nowadays. The effectiveness of their use in the classroom, including a foreign language class, is no longer in doubt (Drigas, & Karyotaki, 2017). The information and communication technologies create a new environment in which future generations have the possibility not only to communicate, but also to build professional and personal relationships, to demonstrate their interests. and represent themselves, so teachers must apply information and communication technology's tools in the classroom (Ferdowsi & Razmi, 2022).

Scientists (Hogan, Adlof, & Alonzo, 2014) note that the more perception systems are involved in learning, the better and stronger the material is absorbed (Greco, Canal, Bambini, & Moro, 2020). The active introduction of new technical means

into the educational process increases the didactic possibilities, providing visibility, audio and video support and control, which, in general, contributes to an increase in the level of teaching (Huang, Loerts, & Steinkrauss, 2022). Possessing elementary computer literacy, the teacher is able to create original learning materials that enthrall, motivate and target students for successful results (Ivashkevych Er., & Komarnitska, 2020). The specificity of a foreign language is in the development of communicative competence in the totality of its components: speech, language, socio-cultural / intercultural, compensatory and educational and cognitive competencies and the development of the personality of students (Hamed, & Pishghadam, 2021).

Thus, *it is possible to distinguish the activity with a multimedia presentation in the process of Project Activity:*

– the use of multimedia presentations as one of the information and communication technology's tools for teaching various types of speech activity (Gathercole, Pickering, Ambridge, & Wearing, 2004);

– use of presentations to increase the motivation of pupils (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001);

– formation of socio-cultural and educational competence with the help of presentation material (Cui, Wang, & Zhong, 2021);

– development of creative activity and independence (Engle, 2002).

There are different options for the use of multimedia presentations in the process of Project Activity in the educational process at the universities: slides, cartoons, films, excerpts from stories, fairy tales, songs, background words and phrases, etc. (Pustovit, & Zymomrya, 2020). When learning to write, students learn to work with text editors, improve their computer skills, learn to use electronic versions of English-Ukrainian and Ukrainian-English dictionaries (Mykhalchuk, & Ivashkevych Er., 2021). Students have the practical opportunity to use the knowledge and skills gained in computer science lessons (Maksy-

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menko, Tkach, Lytvynchuk, & Onufrieva, 2019). They correspond with students from other countries, send their work to the teacher to check (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

So, **the aim** of our research is to show psychological mechanisms of organization of Project Activities in the modern system of higher education of Ukraine: from the History of Psychology to present-day practice.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

Our empirical research was organized at Rivne State University of the Humanities and in Khmelnytskyi National University in 2025. 128 students of the 1st-3rd courses of the faculties of foreign languages participated in the research.

Results and their discussion

When learning Grammar, the use of information and communication technologies is possible when studying almost any topic. It is more interesting to check the level of formation of grammatical skills on the basis of test programs and the provision of reference information (Jiang, Zhang, & May, 2019). When learning Vocabulary, it is possible to use information and communication technologies on the basis of test and gaming computer programs using visual clarity; expansion of passive and potential trainee dictionaries; providing reference information.

When learning to read, information and communication technologies allows the improvement of reading technique skills through the use of such techniques as varying the field of perception and rate of presentation, changing the location of the text, etc.; providing reference information through the provi-

sion of linguistic or extra-linguistic information. When learning to listen, use information and communication technologies' capabilities to form phonetic listening skills; control of the understanding of the text heard; ability to understand authentic speech (Falé, Costa, & Luegi, 2016).

When learning to speak using information and communication technologies, phonetic speaking skills are formed; organization of communication in pairs and small groups using role-playing games based on simulation-modeling programs. The ability to communicate, explain, approve, convince, congratulate, give a description, etc. When learning to translate, lexical and grammatical translation skills are formed; control of the correctness of the translation; mastering the ability to edit text translations using text editors and machine translation systems; providing reference information (Hornberger, & Link, 2012).

To create presentations in the process of Project Activity in the educational process at the universities the teacher can attract their students. For example, the study of a topic or section traditionally ends with repetition, consolidation and generalization. All these elements can be combined by inviting students at the final stage of each topic to create a multimedia project instead of a traditional essay. Creating a presentation, students are given an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the possibility of realizing their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because Presentation is a ready methodical material for a lesson, and also to feel own success (El-Zawawy, 2021).

Let us describe the use of information and communication technologies in teaching *phonetics* in the process of Project Activity in the educational process at the universities. When teaching phonetics using information and communication technologies, pronunciation visualization is often used. Multimedia features allow you to listen to the speech in the target language,

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adapting it in accordance with your level of perception, and the regulation of the speed of sound allows you to split the phrases into separate words, simultaneously matching the pronunciation and spelling of words (Ivashkevych Ed., & Onufrieva, 2021).

At the initial stage of learning a foreign language, it is very important to learn how to pronounce sounds correctly. It is the phonetic side of language proficiency that will affect the correct perception of linguistic units and the formation of a general culture of speech. With the correct formation of the phonetic side of speech, the child will not only correctly pronounce the lexical units, but also easily perceive the material in a foreign language by ear, which is an integral part of competent mastery of oral speech (Mai, 2022).

What can we use at this stage? When working out the phonetic side, we use presentations with audio and video materials, vocabulary articles voiced by native speakers. It is also very important to take into account age features and level of language proficiency. When practicing sounds, you can use simulators that control the pronunciation of the word and the child will not be able to move to a new stage without uttering previous lexical units correctly (Mykhalchuk, & Khupavsheva, 2020).

Let us describe the use of information and communication technologies in teaching *reading* in the process of Project Activity in the educational process at the universities. At this stage, hyper-texts help a lot. Hyper-text is an opportunity not only to read the text, but also to study in more detail those phenomena that occur in the text. At the initial stage, you can use different simulators with exercises like insert the missing letter, find the same letter, divide the words according to the rules of reading (Murphy, Melandri, & Bucci, 2021).

E-testing has proven itself very well. The child reads the text and performs tests of a training or controlling nature. Children are not usually afraid of such tests, because there is no psychological discomfort in front of the computer, as in front of a notebook for tests.

Let us describe the use of information and communication technologies in teaching *Grammar* in the process of Project Activity in the educational process at the universities. Using information and communication technologies in class while practicing grammar, we concluded that children learn the information obtained much more clearly by visualization than simply using charts and tables. When a child sees a situation, he lives it and finds himself in it. Children also like working with songs, when you need to insert a missing word when listening (at the initial stage, you can give a choice of words), grammatical structure.

And again, the system of exercises and tests in the electronic version really saves time due to the lack of the need to rewrite the exercise, which will give more time for the actual working out of grammatical structures and phenomena.

Let us describe the use of information and communication technologies in teaching *speech and listening* in the process of Project Activity in the educational process at the universities. When teaching oral speech, you can use tasks like "write a sound letter to your friend", "record an interview with a star", "voice a cartoon, film". Students are always happy to accept such tasks, because each of them wants to be on the site of a famous artist, actor or director. When learning to listen, you can use authentic adapted and unadapted texts, radio broadcasts from the Internet, carry out individual control using both electronic tests and online tests.

Currently there are a huge number of Internet resources that contain *materials for teachers and students* in the process of Project Activity in the educational process at the universities. Consider some of them.

In this section of the article, we can find worksheets for films and cartoons for different levels of language (the level must be indicated). All worksheets can be downloaded. Unfortunately, the video for such materials cannot be downloaded. But a huge plus is that all movies or cartoons can be downloaded from other Internet resources, since all videos are modern and thus interes-

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ting for schoolchildren. What is contained in the worksheets? Clarifying questions on the scanned episode. These can be either general questions or clarification of details, or please explain individual words and phrases.

The use of information and communication technologies *in teaching Grammar* in the process of Project Activity in the educational process at the universities. When learning Grammar, we often encounter the fact that there are not enough exercises in the textbook. Well, when the textbook developed a separate collection of exercises on Grammar. And if not? The teacher has to use additional textbooks, find suitable exercises in them, make a copy of them. All this takes a lot of time. Using this site, we can save both our time and our efforts. The Grammar section of this site contains a lot of information on each rule of English Grammar. We just have to select the section we need and save the file we need to our computer. If in the mass of all files you do not immediately see what you need, then you can use the search. You just need to write the name of the rule, and the system will give you a complete list of suitable materials.

Let us describe students' Project Activity in the educational process at the universities on the topic "My future life: its paradigm and the ways of realizing wishes". Before making the Project on this topic we proposed students to do some exercises. These exercises we call *Pre-Project activities*.

Exercise 1. In two minutes make a list of jobs as many as you can think of. In your opinion, what is the most interesting job on your list and why?

Exercise 2. Listen to the dialogue: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>

Match the speaker with the correct job.

S-	pilot	S-	shop assistant	S-	nurse	S-	dentist	S-	tour guide
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Exercise 3. Read the texts. In your opinion, what is the best job and why?

THE BEST JOBS IN THE WORLD

1. Chocolate consultant.

This could well be the ultimate job for anyone with even the smallest craving for chocolate – and yes, jobs like these really do exist. There are lots of different types of chocolate consultant too; from people that work with high street brands and liaise directly with their outlets to people that work with more niche brands.

Louise Thomas has worked in the chocolate industry for two years and been passionate about chocolate for more than six years. She became frustrated by the lack of education and awareness regarding fine chocolate, so started her own company to share her love of the cocoa bean. She now runs events and tastings – similar to wine tastings – as well as doing consultancy for hospitality and retail, to find a particular chocolate for a client or extend their range.

2. Beer tasters.

Maybe not one for everyone, but if you prefer beer to chocolate then many breweries hire technologists to check the quality of their drink before it goes on sale. In order to thrive in this job you have to have an adept palate – and that doesn't mean being able to sink six pints on a Friday night.

It's still a pretty popular job; when Welsh brewery Evan-Evans started the search for a group of beer tasters to help with the development of a new beer range, the company received more than 250 applications. Of course, if you'd rather be selling the beer than tasting it, then the career of a bar manager awaits.

3. LEGO sculptor.

Who hasn't sat down at some point in their life in front of a box of LEGO and set about building (or helping to build) a fantastic creation in multi-coloured blocks? For some people this becomes more than just something you did as a kid. LEGO has a number of certified professionals who work with the company to create sets and build models for them. They work against fairly tight budgets and thematic constraints, and are based in Lego-

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land Discovery Centres around the world. But competition for the jobs is fierce, with estimates varying as to exactly how many there are in the world – from nine to 30. The latest one to get a job was 23-year-old Andrew Johnson who submitted a clever video, then competed in a hard core three-round build off, allegedly fighting off 45 other competitors.

If you love childhood toys but don't fancy building them, why not consider joining the retail sector and work in a toy shop?

4. Island Caretaker.

OK, everyone lists this but what a job! It was advertised as "Officially the best job in the world" in 2009 and involved working for the Queensland Tourism Board. The role was a newly created position designed to help promote the Islands of the Great Barrier Reef to the world.

Briton Ben Southall won the job, earning J73,400 to live on an island in the Great Barrier Reef for six months, swimming, exploring and generally enjoying himself whilst filming and blogging about all the fun he was having. And it didn't end there, after his six-month stint on the island, Ben went onto become Global Tourism Ambassador at Tourism Queensland. If you're not lucky enough to land a job caretaking an exotic island then the travel and tourism industry can still take you to some pretty interesting places.

(from <http://www.totaljobs.com>)

Exercise 4. Are the sentences true or false? Correct the false sentences.

1. Louise Thomas has worked in the chocolate industry for six years and been passionate about chocolate for more than two years.

2. There are lots of different types of chocolate consultant.

3. A beer taster is still a pretty popular job.

4. When Welsh brewery Evan-Evans started the search for a group of beer tasters, the company received more than 500 applications.

5. LEGO has a number of professionals who create sets and build models for the company.

6. The latest one to get a job of a LEGO sculptor was 32-year-old Andrew Johnson.

7. An Island Caretaker was advertised as "Officially the best job in the world" in 2008.

After this do Grammar exercises. Present Simple negative and questions.

Exercise 1. Read and reproduce the dialogue.

– Excuse me, are you American?

– No.

– Do you speak English?

<http://www.learnersdictionary.com/search/A>. Yes, I do a little, but not very well.

– What do you do for work?

– I'm a student. How about you?

– I'm a student too. And what do you like doing in your free time?

– I play tennis.

– I don't play tennis.

Exercise 2. Complete the Table. Find the examples of the present simple negative and questions in Exercise 1.

<i>Present Simple</i> negative we form with <i>don't</i> or <i>doesn't</i> and the base form of the verb	<i>Present Simple</i> questions we form with <i>do</i> or <i>does</i> and the base form of the verb
I /we / you /they <i>don't</i> play tennis	_____ I / we /you /they play tennis?
He / she / it _____ play tennis.	Yes, I /we /you / they _____/
	No, I /we /you / they _____ he /she/it _____ play tennis?
	Yes, he /she/it _____./
	No, he /she/it _____

Exercise 3. Rewrite the sentences in negative and interrogative form.

1. We live in Paris...
2. I come from England...
3. Ann plays tennis...
4. My parents work at school...
5. You watch a lot of films...
7. My father gets up at 6 o'clock...
8. I prefer coffee to tea...
9. Vicky studies foreign languages...
10. They love football...

Exercise 4. Work in pairs. Ask and answer the questions in Exercise 3.

Exercise 5. Complete the sentences with the Present Simple of the verbs given in brackets.

- _____ you _____ (read) a lot of books?
He _____ (not drink) milk in the morning.
We _____ (listen) to music every evening.
They _____ (speak) about their day in the evening.
_____ she _____ (sing) at her music lesson every Wednesday.
It _____ (not sleep) at the door.
I and my friend _____ (go) to the cinema a lot.
A cat and a dog _____ (not play) together.
_____ the dog _____ (eat) its food.
A cat _____ (like) mice.

After this do exercises to practice Reading.

Exercise 1. Answer the following questions.

1. Is your family big or small? 2. How many people are there in your family? 3. Who are they? 4. How old are your father and your mother? 5. How old are your sisters and brothers? 6. How old are you? 7. What does your mother do? 8. How many children have your aunt and uncle? 9. Is your mother beautiful? 10. What is your mother's/ father's name? 11. Who do you look like? 12. Have you got many relatives?

Exercise 2. Tell your classmates about your family and your plans for future life.

Exercise 3. Fill in suitable words.

1. His aunt's son is his... 2. Your father's father is your...
3. My sister's son is my... 4. My sister's daughter is my... 5. My mother's brother is my... 6. Your mother's sister is your...
7. Your uncle's daughter is your... 8. Your mother's mother is your... 9. Your brother's wife is your... 10. Your sister's husband is your...

Exercise 4. Form the questions to which the following statements are the answers. Each sentence states a certain fact. Find some more details about it by asking questions. Work in pairs.

1. We are students of the English Faculty. 2. Her brother-in-law is a doctor. 3. Betty Brown is a typist. 4. My sister-in-law is a housewife. 5. His family is not large. 6. They have got only one child. 7. She has got a daughter. 8. Their child's name is Benny. 9. Her name is Helen. 10. His nephew is four. 11. He is my boyfriend. 12. She is an English student. 13. Betty is Helen's sister. 14. My grandparents are retired. 15. Benny has no brothers. 16. Their grandmother is an elderly person. 17. Doctor White is a middle-aged person.

Exercise 5. Read the text.

MARRIAGE

In Britain, marriage is a relationship where a man and woman make a legal agreement to live together.

The agreement can be religious (such as in church) or in a civil ceremony. Today only 50% of people get married in church. Young people under sixteen can't get married, when you are sixteen and seventeen your parents must agree. The number of teenage weddings is dropping. Only 28% of brides and 11% of bridegrooms are under 21. 32% of brides and 33% of grooms are aged 21-24.

The average age for men to get married is 25.5. The average age for women is 23.

One in ten British couples gets divorced in the first six years. The younger the couple is, the more likely they divorce.

Exercise 6. Answer the questions.

1. Do you want to get married? Give reasons for saying "yes" or "no".

2. When do you want to get married – between 18 and 21, between 22 and 25, between 26 and 30, or after 30?

Give reasons for your answer.

3. What do you think of societies where girls get married when they are 12 or 14?

4. Do most people get married in a civil or a religious ceremony?

5. What is the average age of brides in your country?

Exercise 7. Listen to the speaker <http://www.ello.org/video/1351/1392-Alejandro-Marriage.htm>

Are the sentences true or false.

1. Alejandro is from Ecuador.

2. Indians get married at older age like 35, even 39.

3. People in the cities get married at much younger age, like 15 or 16 maybe 17.

Exercise 8. Comment on the situation.

Do you know the saying “Marriages are made in heaven”? How do you understand it? Don’t you agree that successful marriage is impossible without love? Do you sometimes think about your future family life? Enlarge on this theme.

These tasks, proposed by us for students to perform at foreign language classes, actualize the psychological mechanism of the cumulative feature of recognition, which allow us quickly, almost simultaneously, formulate the person’s individual image of the world for each new task and carry out its recognition already in a view of this new construction, which will be the basis of Project Activities. Therefore, recognition itself does not become a problem for the student, because the problem will be determining the significance of the task itself. However, in itself, such a possibility under the conditions of treble perception of the task is quite doubtful, but, at the same time, the student performs this task. The psychological mechanism in this case is *synibularity* (from Latin *sinibulis* – “similar”). In this case, we are talking about the *synibularity of Project Activities*.

Conclusions

We have proven that the synibularity of Project Activity is a mechanism that actualizes the similarity, compatibility of objects in a view of their individual components, details and features. The synibularity of Project Activity is the basis for the formation of associative chains and it is one of the factors that form a certain Project as a whole. The synibular associative chain of Project Activity is a monomodal mental construction that is created due to the identical features of various object concepts that are included in the description of the Project. The fixation of synibular relations in Project Activity is based on the possibility of recognizing the object not only taking into account a stable, logical pattern, but also taking into account individual details; irradiation of the significance of the object, which is basic in Project Activity, on its basic features and the significance of their restructuring, which, in turn, affects the significance of the ranking of Project features, and the presence of form-content relationships facilitates the connection of the external features of the object with its internal qualities and characteristics.

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Михальчук Наталія, Коваль Ірина. Психологічні засади організації проєктної діяльності в сучасному закладі вищої освіти України у процесі оволодіння іноземною мовою: від історії психологічної думки до практики іншомовної комунікації.

Метою дослідження є показати психологічні механізми організації проєктної діяльності в сучасній системі вищої освіти України, починаючи від історії психології до практики сьогодення.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. В статті змодельовано завдання, запропоновані для виконання студентами на заняттях іноземної мови, які

актуалізують психологічний механізм кумулятивної ознаки впізнання, що дозволяє достатньо швидко, практично одночасно формулювати для кожного нового завдання свій індивідуальний образ світу та здійснювати його впізнання вже з огляду на цю нову конструкцію, яку буде покладено в основу проєктної діяльності. Тому саме по собі впізнання для студента не стає проблемою, адже проблемою буде визначення значущості самого завдання. Проте, сама по собі така можливість за умов дискантного сприймання задачі є досить сумнівною, але, разом з тим, студент виконує цю задачу. Психологічним механізмом при цьому є синібулярність (від лат. *sinibulis* – «подібний»). У нашому контексті ми говоримо щодо синібулярності проєктної діяльності.

Висновки. Нами доведено, що синібулярність проєктної діяльності – це механізм, який актуалізує подібність, сумісність об'єктів з огляду на їх окремі компоненти, деталі, ознаки. Синібулярність проєктної діяльності є основою для утворення асоціативних ланцюжків і є одним із чинників, які утворюють загалом певний проєкт. Синібулярний асоціативний ланцюжок проєктної діяльності являє собою мономодальну психічну конструкцію, що створюватиметься завдяки ідентичним ознакам різних об'єктних понять, які входять до опису проєкту. Фіксація синібулярних відношень у проєктній діяльності засновується на можливості впізнання об'єкта не тільки з урахуванням сталого, логічного паттерну, але і з огляду на окремі деталі; іррадізація значущості об'єкта, який є базовим у проєктній діяльності, на його базові ознаки та значущість їхньої реструктуризації, що, в свою чергу, впливає на значущість рангування ознак проєкту, а наявність формо-змістових зв'язків фасилітує зв'язок зовнішніх ознак об'єкта з його внутрішніми якістьями, властивостями та характеристиками.

Ключові слова: проєктна діяльність, проєкти, психологічні механізми організації проєктної діяльності, синібулярність, синібулярність проєктної діяльності, синібулярний асоціативний ланцюг проєктної діяльності, синібулярні зв'язки в проєктній діяльності.

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