

## **TEACHING CREATIVE MONOLOGICAL EXPRESSION IN FOREIGN LANGUAGE TO ECONOMICS STUDENTS BASED ON THE PROJECT METHOD**

In the modern educational environment, where the focus is shifting from traditional teaching to practical and interactive methods, the project method proves to be a key tool for teaching foreign languages in higher education institutions. This approach, aimed at activating student involvement and developing a wide range of skills, not only stimulates interest in language learning but also prepares future professionals for the challenges of a globalized world.

In contemporary foreign language teaching methodology at universities, the project method is a popular and effective means of activating students' language and communicative skills. It is used to enhance various aspects of language learning and to develop skills in independent work and teamwork. The project method is an effective way to foster creative expression, especially in monologues.

Creative monologue expression is a form of communication in which an individual narrates, elaborates, or expresses their own thoughts, feelings, ideas, or impressions on a specific topic or issue. It may involve elements of creativity, originality, and a personal approach to the subject of discussion.

There is some confusion between the terms "creative monologue" and "monologue." In many cases, they may be used interchangeably, but there are differences in their usage and connotations.

A creative monologue is a form of monologue characterized by its creative and original nature. It may include elements of creativity, originality, and an individual approach. Creative monologues can be used in technical writing, poetry, essays, or other literary forms where the author's individual expression is crucial. Features of creative monologues include creativity, originality of expression, and the use of stylistic devices and techniques to convey emotions, ideas, or opinions.

Professional monologue is a form of speech in which an individual expresses his/her thoughts, ideas, views, or other reflections on a specific topic or question. This type of speech is characteristic of professional settings and can take various forms. Here are several types of professional monologues:

- Presentations: In business and scientific fields, professional monologues in the form of presentations are often used. This could be a presentation at a conference, training session, meeting, or client interaction. A person speaks about research results, projects, products, or services.

- Reports and statements: In many professional fields, there is a regular need to present information in the form of reports or statements. These may include work reports, analysis of results, strategies, and other important aspects of activity.

- Professional interviews: During job interviews or professional interviews, professional monologues can be used to present one's experience, skills, achievements, and define personal goals and values.

- Educational courses and trainings: Instructors, trainers, or other professionals may use monologues to convey knowledge, present new information, and explain complex concepts.

- Instructions and educational materials: In a professional environment, there is often a need to create instructions, educational materials, or video materials where professional monologues are used to explain instructions, procedures, or present educational material.

These different forms of professional monologue are used for communication, conveying information, and expressing thoughts in professional situations. It is important to study and develop effective professional monologue skills for success in various fields of activity.

Projects in foreign language education can significantly contribute to the formulation and expression of students' own thoughts and opinions. Project-based learning allows students not only to acquire knowledge but also to actively express their own thoughts, which is an essential component of developing monologue speech.

Students at Kharkiv National University of Economics study a foreign language for 7 semesters. In each semester, they are required to complete two projects and deliver a speech accompanied by a PowerPoint presentation. In preparing their projects, students must apply all the knowledge they have gained in previous classes: relevant vocabulary, information obtained from personal research, and experience from previous speech presentations. Typically, project topics are related to the thematic material already covered. However, students are allowed and even encouraged to independently choose an interesting topic, promoting the development of creative monologue speech. Such a topic may be related to students' interests, current events, or issues. Students independently research the topic; gather information, and necessary materials in the foreign or native language for their future monologue. If a student uses materials created in their native language, this can also contribute to the development of translation and adaptation skills for other linguistic environments.

After each student's presentation, a discussion is organized where other students can share impressions, comments, and receive feedback from classmates and the teacher. The ability to engage the audience and capture its attention is one of the criteria for evaluating the presentation. Here are some other evaluation criteria: the quality and adequacy of students' responses to audience and teacher questions, speech quality including volume, clarity, speed, and expressiveness, adherence to the established presentation time.

However, implementing the project method in language learning and developing monologue speech may encounter several challenges. Different levels of linguistic and cognitive skills among students can create difficulties for the teacher. Some students may struggle with project tasks, while others may feel that the tasks are too simple. Defining evaluation criteria and tracking individual contributions in group projects can be labor-intensive. Clear criteria and evaluation mechanisms need to be developed. Speaking monologically in a foreign language can be particularly challenging for some students, and it is crucial to provide them with sufficient support and comfortable conditions for completing tasks. Sometimes, teachers may

invest more effort into the process of project execution rather than achieving specific language goals. It is essential to strike a balance between creativity and language learning. Some students may lack motivation if projects are not related to their interests or life goals. It is crucial to create tasks that are interesting and stimulating for all participants.

To overcome difficulties and optimize the process of implementing the project method in language learning and monologue speech development, the following suggestions can be considered:

- Consideration of different levels and needs of students by providing individual tasks or tasks that allow each student to showcase their language abilities.
- Clear definition of evaluation criteria and providing them to students before the project begins to help them understand expectations and promote objective evaluation.
- Providing students with multiple opportunities for language practice, including various types of speech tasks and games that support the development of monologue speech. For students with lower language proficiency or beginners, it is recommended to simplify tasks and provide more assistance. Gradually increasing task complexity over time is advisable.
- Creating a positive learning environment where students feel support and have the opportunity to express their thoughts and ideas.

Thus, the project method proves to be an effective means for developing creative monologue foreign language skills. It allows students to tackle real tasks, create their own projects, and express their thoughts and ideas through monologues. The project method not only enhances language skills but also fosters creative thinking, research skills, and public speaking abilities. This approach helps students apply a foreign language in real situations, making the learning process more effective and engaging.

Introduction of the project method for teaching monologue speaking in the process of learning a foreign language at higher education institutions has numerous prospects and can become an effective tool in the educational process:

– The project method contributes to the development of various skills such as speaking, research skills, creativity, collaboration, and critical thinking. Incorporating monologue speaking in projects enables students to comprehensively improve their communicative and cognitive skills.

– Monologue speaking in projects helps students prepare for real-life situations where they need to express their thoughts, argue their positions, and engage in negotiations.

– Projects may include authentic materials like videos, audio recordings, and texts, making language learning more realistic and practical.

– The project method can be a powerful tool for stimulating students' interest and motivation, as they can choose topics that interest them and interact with materials they genuinely value.

– Projects foster the development of self-learning skills, as students have to solve tasks, explore new material, and interact with various resources.

– Projects can be adapted for different language proficiency levels, allowing all students to be active participants in the process, regardless of their level.

– Projects may encompass elements of other subjects or disciplines, promoting the development of interdisciplinary connections and broadening students' horizons.

– Students acquire skills that can be valuable in their future professional activities, such as public speaking, planning, and organizing work.

– Projects can provide students with the opportunity to apply language in real-life situations, promoting deep learning and increasing their confidence in their speaking skills.

– Projects can become a component of problem-based learning, where students address real or hypothetical problems, applying their language and analytical skills.

– Projects may encompass aspects of cultural diversity, allowing students not only to enhance their language skills but also to broaden their knowledge of cultures and communication.

The project-based approach enables students to develop language and intercultural competencies, which are crucial in a globalized world where intercultural communication is becoming increasingly important.

Considering the various stages of project work (research, planning, execution, presentation), the project-based approach allows for a balanced development of all aspects of language skills, including listening, reading, and writing

Implementing the project method for teaching monologue speaking opens up broad possibilities for creative and effective language learning. Students gain not only practical skills but also develop as individuals capable of independently solving problems and expressing their thoughts.

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