We have lots of heroes today – sportsmen,

supermodels, media personalities. They come,

they have their 15 minutes of fame, and they go.

But the influence of good teachers stays with us.

They are the people who really shape our life.

Jonathan Sacks

I have been teaching English for thirteen years and I still can’t imagine my life without school, students and English. I really love English and spend much time on it. I’m happy that my hobby coincides with my job. The profession of a teacher helps me to share my love for English with my students. They are crazy about this language and many of them are really good at it. This is my great pleasure to watch their progress with every passing year. I aim to develop my students’ communicative skills, to establish emotional contact with them, to use powerful methods of effective learning, which encourage them to discover the uniqueness of different nations, their culture and history. I use innovative methods and pay much attention to project work. That is why the methodological problem I’m working on is “The effectiveness of using project method in the process of teaching and learning English”. As a teacher, I find it important to keep my assignments fresh and appealing to my students. Project work in my English class is a way to help students in learning important skills for life. These skills include leadership, collaboration, research, writing and speaking. I’m sure that each student in the class is given the opportunity to take part in the assignment and presentation. I’m available to answer questions and provide guidance, always directing the students to complete the project as a group.

The project work at schools is used across the curriculum. We can use projects in a school subject separately or we can join more school subjects in one project. Sometimes we call “ project work” every activity that is different from a traditional way of teaching and learning.

According to Oxford Wordpower Dictionary (2006) “project” is:

* a piece of work, often involving many people, that is planned and organized carefully,
* a piece of school work in which the student has to collect information about a certain subject and then write about it.

In educational context, the project work should be pupil-centered activity, no teacher-centered or syllabus-centered one. The pupils have to understand why they make a project and how it is useful for them. The best way is when they can choose the topic of the project themselves. They usually work in groups and they develop their social skills to cooperate and communicate together. They choose the way of work, divide tasks and agree on the output of the project. As one of the most important rules of the project work I consider the fact that the pupils are responsible for their work on the project and for their results. At the end the pupils present the result of their project and the teacher evaluates not only the project itself but also the work of each pupil on the project and the cooperation among the pupils in their groups.

Projects and project work have become more common nowadays but they are not new ideas in education. We can find the roots of project work in pedagogical references of thinkers of 18th and 19th century – J. J. Rousseau, J. H. Pestalozzi, F. W. A. Frobel, C. Freinet. At the end of 19th century and at the beginning of 20th century the pragmatic philosophy originated in the USA and with its principles it influenced education, as well. The main representatives of pragmatic pedagogy are J. Dewey and W. H. Kilpatrick.

The projects are considered by the pupils as more enjoyable way of learning and I think these are common advantages of using project work in the lessons: to motivate the pupils to learning, to be responsible for own learning and the possibility of using taught language in a real life.

Based on my teaching experience, I can mention other benefits of project work to the pupils:

* They work on their own level and can achieve a goal regardless how good they are at the target language, which is very motivating for them.
* They work with a wider range of materials than their textbook offers.
* They improve their communicative and social skills, such as cooperating in groups and developing their personality, acting with other pupils in a group, listening to others and expressing their own opinions, stating their cases and attitudes, solving the problems and etc.
* They deal with problems which they are interested in and they learn how to solve them.
* They use new resources in making projects, such as creating power point presentations as the product of their projects.
* They are taught to be responsible for their work and its results.

Although the responsibility for project work is given to the pupils, a teacher’s role is insignificant. In the project, the teacher is acting as facilitator. Making a project does not mean “more work” for the teacher if he is able to plan and organize it well and he makes the pupils to take the responsibility for the end product.

The success of project work depends on planning and organization that pupils and a teacher deal with together. If a good timetable of the project is established, it helps to avoid the chaos and similar problems. Generally, I think that every project should have four stages: topic, collecting data, presentation and evaluation of a project (by the pupils and the teacher).

The significance of project work in the process of teaching and learning English increases as 2016 is declared "The Year of English Language in Ukraine”. The Cabinet of Ministers was instructed to elaborate and approve a complex of measures for 2016 and the following years aimed to intensify English studying in Ukraine. Project work may become a successful tool to risen students' desire to learn the language.

My students and I have completed a lot of projects on various subjects. Some of them were successful and some were not. But all of them are dear to us because they are created with all our heart and passion.

I started my first project with the students of the 5th form. It was called “School of My Dreams”. There were nineteen pupils in the class. Some of them distracted the others by their inappropriate behavior and I thought it would be difficult to do projects with children who had behavior problems. But when I started the project I relied on children’s sense of playing and discovering new things. I divided them into three groups of six pupils. They started exchanging their ideas how they wanted their school to look like in the future. They liked everything new they did about the project. I thought I captured their interest by doing something what they had not done in their learning English yet. They presented the results of their project work in the form of posters.

The second project was about the most wonderful time of the year - Christmas, of course. Students waited with anticipation to celebrate the greatest day of all! They designed and created their own handmade Christmas cards in Art and Crafts lesson and signed them in their English lesson. At the end of the project, we organized a Christmas display in the school hall and later those cards were given to students' parents in an open lesson which was called "A Magical Christmas Train".

The next project work was held during the English week which was devoted to St. Valentine’s Day. Children made St. Valentine’s Day cards and boxes. They had a contest for the best decorated classroom doors as well. At the end of the week there was an English club meeting where students presented their Power Point presentations about the traditions of celebrating this holiday around the world.

Postcrossing is my students' favourite project. The goal of this project is to allow people to receive postcards from all over the world, for free. Well, almost free! The main idea is that: if you send a postcard, you will receive one back from a random postcrosser from somewhere in the world. Why? Because, like the [founder](https://www.postcrossing.com/team), there are lots of people who like to receive real mail. The element of surprise of receiving postcards from different places in the world can turn your mailbox into a box of surprises - and who wouldn't like that?

My students like the idea of sending and receiving postcards from all over the world. We have cards from Thailand, India, the USA, the UK, the Netherlands, Germany and other countries. Children always care what to write about. Many of them wish love, happiness and peace to all people and nations. It's a long term project, that's why we have got a special board in our Resource Centre where received postcards are on display. We have also created a postcrossing chart where participants of the project mark the amount of sent and received postcards.

It is also possible to hold projects in cooperation with other schools and not only in Ukraine but even in Europe. This opportunity is provided by eTwinning programme. So, what is eTwinning? The eTwinning action promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT). It gives us a chance to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. We are just eTwinning beginners but hope to become good members of this programme and find true friends!

As for my professional development, I take an active part in the work of our Town Methodological Union of English Teachers. Cooperating with young teachers, I share experience with my colleagues, give open lessons, take part in the teachers’ meetings and judge the Olympiads of the II Round. In 2011-2013 I managed the work of Young Teachers' School and was a counterpart of a Peace Corps Volunteer.

I also supervise the English Language Resource Centre at school. It is designed to support teachers professional development and ensuring the best advice to accelerate progress for your learners. It holds a range of printed materials, including dictionaries, magazines and English Language tests. You can also access online resources or use computers for learning. THE ELRC is a place where all students can go to receive help and advice about their English language learning from English teachers. We spend hours here doing projects and preparing out-of-class parties.

Among my students there are winners of such contests as “Greenwich” and “Puzzle” and the prize winners of the English Language Olympiad. So, Yaryna Khlibovych is the winner of the 2d Round of the English Language Olympiad in 2014 and the 2d and 3d Rounds in 2015. She is also the winner of the contest "Taras Shevchenko in my life" organized by the publishing house "Shkilnyi Svit". Another student Nadia Vivchar received the 3d degree diploma in the All-Ukrainian SAS Contest of the scientific research works. She is also the winner of the FLEX programme and spent the 2014-2015 academic year studying in the USA.

I do my best not to be behind my students so I take part in workshops, seminars, webinars, conferences and contests. You can find my publications in the newspapers

" English" and "An Open Lesson: development, methods, experience". Two of my books, “Let’s Celebrate Winter!” and “Ukraine We Live In”, were published in 2011.

All in all, I’m a big supporter of the project work at schools and I think it has its significant place next to traditional teaching methods. Doing projects is a positive motivation for the students to reach better results in English.