РОЗДІЛ 1
ПОЛІТИКО-ПРАВОВІ, СОЦІАЛЬНО-ЕКОНОМІЧНІ ТА КУЛЬТУРНО-ОСВІТНІ ВИМІРИ ЖИТТЯ УКРАЇНИ В УМОВАХ ВОЄННОГО СТАНУ ТА ПЕРСПЕКТИВИ ВІДБУДОВИ

STEAM APPROACH USING IN PHILOLOGICAL PROJECTS

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The priority of modern education is increasing the interest of students in the specialties of the future, including the introduction of STEAM-solutions in the educational process. STEAM education is a comprehensive interdisciplinary approach (integrated learning, which involves a combination of skills from different fields to achieve the desired result), where all subjects are interconnected and integrated into a single whole. STEAM-education is a creative space of a person, where he or she has the opportunity to fully realize his developments. With this approach, project work and the ability to work in a team become dominant. The project as a means of STEAM-education allows to organically integrate the knowledge of students from different disciplines while solving real problems, determines their practical use, generates new ideas, forms all the necessary life competencies such as multiculturalism, speechability, informationality, sociality [2; 3; 4]

The integration of STEAM education with philology requires a differentiated approach to each case. Students learn to solve problems, become innovators, inventors, develop logical thinking and technical literacy, while strengthening communication and socially significant skills. The educational process in the preparation of a philologist is aimed at forming students' innovative skills like teamwork, communication, project management, ideas generation. Philologists can master the subject comprehensively and in a new way with this approach. STEAM - education is often called "learning vice versa". The standard chain "from theory to practice" in STEAM is reversed. Firstly, there is problem setting, adaptation and project development, and only then, in the process of this activity is mastering the theory and new knowledge.

There are many ways to master a course on the history of foreign literature. The first of them is traditional, when the lecturer tells about a certain period in the development of world culture, focusing on the general features of the day, outlines the features of the period, what distinguishes one era from others. In the process of studying a new topic in the class the main trends in the development of various arts, given illustration which has the opportunity to represent masterpieces of music, fine arts, literature, architecture, sculpture and more are considered. However, when studying general topics, you can go the other way, from "specific" to general. With the help of a project approach, students will be given a task, for example, to present the architecture of the Classicism era in a certain way. Students must decide for themselves how this period can best be represented. To do this, they must conduct a preliminary search, for example, to find out the main features of the day and understand how they manifested themselves in architecture. And, most importantly, determine what technical means will be used to present the project.

In the process of searching, the members of the project team should find out that the architecture of classicism is another rethinking of the ancient heritage, one of the main directions in architecture, which dates back to the seventeenth century. The style is based on logical clarity and symmetry. The buildings of classicism have tall columns, topped by a triangular pediment and ending in a dome, like the Pantheon in Rome. This style was initiated by Andrea Palladio, who in 1570 wrote a treatise "I Quattro Libri dell`Architettura" ("Four Books about Architecture"), dedicated to the peculiarities of ancient architecture. Palladio studied in detail the ancient Greek and Roman buildings and based on them made a detailed instruction, which identified the main features of this style. Buildings in the style of classicism, designed in accordance with these principles, are called Palladian [1, p.11]. Due to maintenance of these requirements the White House (Washington, USA, 1792-1800, James Hoban), the Arc de Triomphe (Paris, France, 1808-1836, Jean Schalgren, Louis-Etienne Ericard de Tourie and Guillaume Abel Blue), the Brandenburg Gate were built. (Berlin, Germany, 1788-1791, Karl Gotthard Langgans) and others.

During the discussion, the project participants reached a conclusion that it will be possible to design an architectural structure in this style with the help of the LEGO "Architecture". The style of classicism combines well with LEGO, as it is dominated by rectangular shapes and symmetry, and the basic elements with the help of basic details are quite easy to reproduce. Decorative elements are rarely used compared to the previous Baroque era, so you do not have to use small details for decoration. The most difficult will be to build a large dome and a triangular pediment, but in the process of teamwork it will not be so difficult (Monticello, Charlottesville, USA, 1769-1809. Thomas Jefferson) [1, p.19].

This form of group work will be productive during performing practical work from general courses, which will contribute to a deeper understanding of the topic and will produce the interest of students in acquiring new knowledge.

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