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The method of projects in the formation of communicative competence of students in language teaching

Abstract. This article is devoted to the effectiveness of the use of project method in the process of language teaching in educational institutions. The article also shows the specific features of the subject which make the project method more effective. The basic requirements and necessary conditions for the effective use of the project method in language teaching are described. Many advantages of project method such as using the language in a real communicative situation, integration of all types of communicative activity (speaking, writing, reading and listening) are demonstrated in this work as well as the description of project training is shown to be means of activation of creative and cognitive activities of students.

Key words: project method, communicative competencies, creativity, motivation, personality, research activity, education.

DOI: <https://doi.org/10.32523/2616-6895-2020-133-4-20-26>

Received: 14.01.20 / Finalized: 21.04.20 / Accepted: 24.04.20

Introduction. In modern Kazakhstani society, the educational system has set qualitatively new goals. It is clear that one of our important goals is development of competences which are vital for adaptation in a dynamic, constantly changing modern world. The social order of society is reflected in the state educational standard of basic general education, where education, social and pedagogical support for the formation and development of a highly moral, responsible, creative, proactive, competent citizen is considered as the goal of education. Thus, currently the emphasis is on the formation of students' core competencies [1]. In this regard, the use of technologies that are aimed at the formation of skills to purposefully obtain new knowledge, put forward hypotheses and make conclusions is becoming increasingly relevant. One such technology is design technology. It is widely used in the process of teaching various disciplines, including in the process of teaching the Kazakh language.

Main part. Analyzing domestic and foreign experience in the field of application of modern active learning methods, we can make a conclusion about the wide use of the project method, which is aimed at forming students' needs and readiness for the perception and independent acquisition of new knowledge, the development of personal qualities of the student.

The essence of the project method is that in the process of organizing educational activities, the teacher creates various situations that encourage students to think independently, find and solve cognitive problems, and translate their ideas into reality.

The historiography of the project method can be observed in the works of J.Dewey, W.H. Kilpatrick, E. Collings, L. E. Levin, as well as P. P. Blonsky, V. P. Vakhterov, E. G. Kaganov, A. P. Pinkevich, and S. T. Shatsky.

The issues of applying the project method in the learning process as a means of activating independent educational and cognitive activity

of students are reflected in the works of M. Y. Bukharkina, V. V. Guzeev, E. S. Polat, I. D. Chechel and others. Scientific and methodological approaches to the implementation of creative projects by students are described in the works of L. M. Ilyayeva, V. V. Kolotilov, E. M. Muraviev, M. B. Pavlova, Y. L. Khotuntsev and others.

The researchers' works were examined in the process of considering the philosophical, methodological, and pedagogical foundations of the project's function in the role of pedagogical systems in the management of educational institutions.

It was determined that Kazakh researchers consider these issues from philosophical, socio-pedagogical, humanistic and integration points of view (A. Nysanbayev, M. J. Zholdasbekov, etc.), the pedagogical process as a scientific organization (N.D. Khmel, K.B. Seitaliev, A.K. Kusayinov, J.A. Karaev, M.J. Zhadrina, E. Sh. Kozybayev, etc.), from the point of view of research, creative, informational and innovative roles of teachers (Sh. Taubaeva, G.B., Nurgalieva, A.A. Zhaytapova, J. W. Kobdykova, J.Y. Sardarova, etc.), humanistic, ecological and ethno-pedagogical bases of the organization of educational work (K. Zharykbayev, M.N. Sarybekov, etc.), as well as in other branches of pedagogy [2]. At the same time, there is a lack of theoretical research that theoretically and conceptually justifies the project method that is a new function of management of pedagogical systems in domestic pedagogical science.

The analysis of historical and modern concepts on this issue allowed us to determine the approach to the use of the project method in educational institutions. The most common ideas of learning through the project method are: humanistic orientation of pedagogical activity, the construction of the learning process in an active, activity-based, learner-centered nature of the educational process, integrative content-based learning.

The article is devoted to the effectiveness of the project technology in the process of language teaching in educational institutions. The requirements for the application of the project method and the characteristics of projects that

determine the success and effectiveness of the project methodology are considered.

In pedagogy, the method of projects is understood as a set of techniques, operations that help to master a certain area of practical or theoretical knowledge in a particular activity. Therefore, speaking about the methods of projects, we mean the way to achieve the didactic goal through the detailed development of the problem, which should end with a very real, tangible practical result.

The basis of the project method is the development of cognitive skills of students, their ability to independently design their knowledge, the ability to navigate in the information and physical space [3]. The technology of project training involves the formation of the ability to adapt to constantly changing living conditions. It is impossible not to agree with the statement that the main requirement to education is to teach to learn, to teach to be ready to conditions of the quickly changing world [4]. According to E. S. Polat, the project method is a set of educational-cognitive actions of students performed in a certain sequence and to achieve the objectives, i.e. on the solution of a specific problem that is meaningful to learners and is designed in the form of a final result. The project method has all the criteria of manufacturability: conceptuality, consistency, manageability, efficiency and reproducibility. Consequently, the method of projects is a pedagogical technology focused not on the integration of actual knowledge, but on the acquisition of new ones.

The project method is always focused on the independent activity of students - individual, pair, group, which students perform for a certain period of time. This method is organically combined with group methods. The project method always involves solving a problem. The solution of the problem involves, on the one hand, the use of a set of different methods, means of training, and on the other, involves the need to integrate knowledge, skills to apply knowledge from various fields of science, technology, technology, creative fields. The results of completed projects should be, as they say, «tangible», i.e., if it is a theoretical problem, then a concrete solution, if practical-a concrete result

ready for use (in the classroom, at school, in real life). If we talk about the method of projects as a pedagogical technology, this technology involves a set of research, search, and problem methods, creative in its essence.

For successful use of the project method in educational institutions, it is necessary to create the following organizational and pedagogical conditions:

- inclusion of procedures of the project activity in the contents of teaching students, consists of the stages: pre-project stage, characterized by the search, selection, analysis and collection of information on the intended product; the design stage, which determines the work plan on the project, gives the basis for practical implementation; technological stage, which includes the material embodiment of the conceived project; experimental stage based on adjustment, economic justification, final verification of activities, protection of the project, consideration of ideas and suggestions for improving their activities in the implementation of future projects;

- giving pedagogical support to students in the implementation of creative projects, ensuring the appropriate organized participation of the teacher to lead the activities of students and creating the most favorable environment for achieving optimal results of project activities and personal growth;

- variability of the teaching content, which involves adding information to the main curriculum for the implementation of selected projects;

- adjustment of the base of teaching materials related to the need to upgrade the main material provision of changing requirements in implementation of various projects.

We have identified the following stages in our project activities:

- pre-project stage: search, selection, analysis, collection of information about the intended product;

- design stage: a project plan that provides a basis for practical implementation;

- technological stage: material embodiment of the planned project;

- experimental stage: economic justification, final verification of activities, protection of the project, consideration of ideas and suggestions for improving their activities in the implementation of future projects.

Basic requirements for using the project method:

- The presence of significant research, creative problems.

- Practical, theoretical significance of the expected results.

- Independent activity of students in the classroom or outside school hours

- Structuring the content of the project.

- Use of research methods.

The project method can be used in the framework of the program material on almost any topic, since the selection of topics is carried out taking into account the practical significance for students. The main thing is to formulate a problem on which students will work in the process of working on the topic.

What are the features of the subject that make it advisable to appeal to the method of projects?

First of all, the teacher demonstrates students the ways of speech activity, so we are talking about communicative competence as one of the main objectives of training, which can be formed only on the basis of linguistic competence of a certain level. However, the purpose of education is not a language system, but speech activity as a means of intercultural interaction. Language is an element of culture, so we should be familiar with the peculiarities of this culture. We are talking about the need to form a country-specific competence. This is followed by methodological conclusions [5]:

1. Active oral practice for each student of the group is necessary to form the necessary skills and abilities in a particular type of speech activity, as well as linguistic competence.

2. To form a communicative competence outside the language environment, it is important to provide students with the opportunity to think, solve any problems, so that students focus on the content of their statements, and the language acts as a function of forming and formulating these thoughts.

3. It is necessary not only to acquaint them with cross-cultural themes, but you need to look for ways to incorporate them in practical knowledge of the functioning of language in the new culture.

The main idea of this approach to language learning is to shift the focus from different types of exercises to active mental activity of students. That is why it is advisable to refer to the method of projects at the stage of creative application of language material. The project is based on any problem. To solve it, students need not only knowledge of the language, but also knowledge of a large variety of subject knowledge necessary and sufficient to solve this problem. Our subject makes a significant contribution to the overall development of the child. The method of projects is the essence of developing, personality-oriented nature of training. This method can be widely used at any degree of training, in any model of training.

What gives the use of the project method in teaching the Kazakh language? The project methodology allows students to include in real communication, based on research activities, on joint work, and to see the real, and not only obtained in the course of the game the results of their work. The basis of the project method is the development of cognitive skills of students, the ability to independently design their knowledge, the ability to navigate in the information space, the development of critical and creative thinking.

In the process of teaching the language teachers often face many difficulties among which I would like to note the weak motivation to learn the language and the insufficient level of knowledge in this discipline. Therefore, the teacher is forced to look for different ways to solve this problem, namely: to select such teaching methods that will allow them to form the necessary competencies of the student, successfully implement the goals and objectives of the discipline, as well as to create a situation of success in the classroom, when they despite their level of knowledge and abilities, will effectively acquire knowledge, develop their speech skills in all types of speech activities, feeling psychologically comfortable and experiencing a sense of satisfaction from learning the language.

One of these methods of training that increase learning motivation, efficiency and effectiveness of training, can be considered as a project methodology.

To effectively use the project method in language learning, the following conditions are required:

1. the existence of a significant problem in research and in creative terms, requiring integrated knowledge, for example, «Reflection of Kazakh culture in Proverbs and sayings», etc.
2. skills of students to carry out independent (individual, pair, group) activities in the classroom or outside of school hours;
3. structuring a substantial part of the project's phase-out of results and distribution of roles;
4. use of research methods: identification of the problem, discussion of it, design of the final results, analysis of the data, summing up, conclusions, joint discussion in the form of a round table, creative reports, project protection.

In the process of developing the structure of the project and its implementation, the following stages can be distinguished:

- presentation of situations that allow to identify one or more problems on the subject under discussion;
- hypotheses for solving the problem;
- discussion of possible sources of information, execution of results;
- working in groups on finding facts, arguments for the presentation of projects;
- presentation of projects of each group with opposition from all people.

Implementation of project tasks, as a rule, goes beyond the scope of the lesson and requires a lot of time, but these efforts are justified, as it solves a number of important tasks:

- classes are not limited to the acquisition of certain knowledge and skills, and go to practical action, affect the emotional sphere, thereby increasing motivation
- students do creative work within a given topic, independent search for the necessary information, including linguistic, in various sources;
- a variety of forms of learning activities are used, involving the interaction of students with

each other and with the teacher, who acts as a partner and consultant, rather than a supervisor;

- the educational process is focused on students, as it takes into account their interests, life experience and individual abilities;
- individual and collective responsibility for specific work is fostered;
- formed the ability to bring the case to the end, as students must present the results of their work.

Language teachers who use the project methodology in practice, they identify the following benefits of projects, such as the use of language in real-life situations; the integration of all kinds of speech activity – speaking, writing, reading and listening comprehension, authentic materials; increase in the activity of students in the learning process, the opportunity to develop their skills of self-monitoring and assessment, creation of internal and external motivation for language learning; a visual representation of the result of the work on the project; joint work of students in groups, intensive interpersonal communication; involvement of previous experience and knowledge of students [6].

The effectiveness of the use of project method was determined by the following criteria:

- creative activity component;
- quality and correctness of the task;
- independence in work;
- originality (novelty) of the performed work;
- execution time;
- competitiveness of the project.

The project method in educational institutions helps to create an environment for creative self-realization of children, provides integrity, diversity, a certain stability and constant

development, taking into account the orientation of personality, also focuses on individuality of each child, orients its activity on the interests in various spheres of life that freely arise and grow in the process of learning.

Systematic use of the project method in language learning gives the following results [7]:

1. Improving the level of proficiency in language material
2. Increasing the level of internal motivation to learn the language
3. Formation of communicative, linguo-cultural competence
4. Increasing the level of intellectual development of students

As evidenced by the

1. Results of final certification
2. Active participation in conducting subject weeks, contests and presentations.

It can be argued that the application of the project methodology will contribute, firstly, to the formation of communicative competence as the main goal of language learning, secondly, the formation of those competencies that are provided by the state standard of secondary education, and thirdly, to increase motivation to learn the language.

Conclusion. Thus, the method of the educational project contributes to the development of independence of students, all areas of his personality, provides subjectivity of the student in the educational process. Therefore, project training can be considered as a means of enhancing the creative and cognitive activity of students in language learning, as a means of improving the quality of the educational process.

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Тілді оқыту барысында оқушылардың коммуникативтік құзыреттілігін қалыптастырудағы жобалау әдісі

Аңдатпа. Бұл мақалада оқу орындарында тілді оқыту үрдісінде жобалау әдісін тиімді қолдану мәселесі көтерілген. Жобалау әдісін мақсатқа сай пайдаланудың пәндік ерекшеліктері көрсетілген. Жобалау әдісі арқылы тілді оқытуға қойылатын басты талаптар мен шарттары аталып өткен. Сонымен қатар, жоба әдісі оқыту үдерісін тиімді ете отырып, іс-әрекеттің алуан түрлерін кіріктіруге мүмкіндік беретіндігі айтылған. Жобалап оқыту өз бетімен белсенді істер атқаратын білім алушының өзіндік ізденісіне, олардың өзін-өзі танытуына, танымдық-практикалық қабілеттерін жүзеге асыруына ықпал ете алатыны жайында мағұлмат береді.

Түйін сөздер: жобалау әдісі, коммуникативтік құзыреттіліктер, шығармашылық қабілеттер, тұлға, зерттеушілік іс-әрекет, білім беру.

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Метод проектов в формировании коммуникативной компетенции обучающихся при обучении языку

Аннотация. Данная статья посвящена эффективности использования метода проектов в процессе преподавания языка в учебных заведениях. Показаны особенности предмета, которые делают целесообразным обращение к методу проектов. Расписаны основные требования и необходимые условия для эффективного использования метода проектов в обучении языку. Выделены такие преимущества проектов, как использование языка в ситуациях реального общения, интеграция всех видов речевой дея-

тельности – говорения, письма, чтения и аудирования. Также проектное обучение рассматривается как средство активизации творческой и познавательной деятельности обучающихся.

Ключевые слова: метод проектов, коммуникативные компетенции, творческие способности, мотивация, личность, исследовательская деятельность, образование.

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