

Research in teaching communication based on project technology in different stages of professionalization

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Abstract

The reform of education and the introduction of new pedagogical technologies into the practice of teaching should be considered as the most important conditions for the student's intellectual, creative and moral development. The development becomes the key word of the pedagogical process, the essential, deep concept of learning.

The article highlights one of the modern methods of teaching a foreign language, the project method. The methodology presents a typology of projects that distinguishes projects by type of activity, by the principle of the subject-content area of the project, by the nature of coordination, by the nature of contacts, by the number of participants, and by the duration of the event. The project method allows you to create a research-creative atmosphere in a foreign language lesson, where each student is involved in an active cognitive process based on the methodology of cooperation.

By the project method, we mean a comprehensive teaching method that enables students to exercise independence in planning, organizing and controlling their activities. This method provides personality-oriented education, making it possible to study the practice of life through a foreign language in a real information space.

This article presents the main requirements and recommendations for the organization of project work and the advantages and disadvantages of the method that must be considered in the educational process. This article considers the project method as one of the most effective methods of teaching a foreign language since it contributes to developing various abilities, skills, and general educational and professional competencies that are significant for a modern specialist.

Key words: project method, typology, role-playing, projects

Introduction

Integration of our country's economy into the world contributes to the formation of increased demand for specialists with knowledge of foreign languages. There is a need for motivation in learning languages of international communication.

For this reason, the socio-cultural context of learning foreign languages is changing significantly: their educational function in school and professional significance in the labor market are growing. New tasks involve changes in foreign language proficiency, defining new approaches to selecting content and organizing material, and using adequate forms and types of control. An important role is played by the ability to independently select material, critically comprehend the information received, draw conclusions, argue them, and solve the problems that have arisen. In modern education, various types of technologies come to the aid of the teacher, which can help in the implementation of the tasks set.

The project method is aimed at the formation of the above skills. The project method refers to modern interactive technologies for teaching a foreign language. The basis of the project technology is that it is necessary to teach students to think independently, to find and solve problems involving knowledge from different fields, and to predict the results and possible consequences of different solutions. The project method has become firmly established in the pedagogical practice of many countries of the world because it allows students to consistently and effectively form independent thinking,

allows them to create a research, creative atmosphere in foreign language classes when each student is involved in an active cognitive process based on the methodology of cooperation. This article examines the general didactic typology of projects used when working on any cognitive problem, where a foreign language really acts as a means of communication between partners.

Modern educational technologies today cannot be imagined without project activities. The project method has its own history of development. It appeared at the beginning of the last century in the USA to solve the problems of education that were relevant at that time. It was also called the method of problems and was associated with the ideas of the humanistic direction in education, developed by the American philosopher and educator J. Dewey and his student W.H. Kilpatrick (Rus, 2020).

The project method has found wide application in many countries of the world. It allows students to seamlessly integrate the knowledge of their different fields in solving one problem, making it possible to apply the knowledge gained in practice while generating new ideas.

Speaking about the method of projects in education, it is necessary to emphasize the relevance of this method in our days. The main task of teaching a foreign language at the present stage is the formation of a secondary linguistic personality capable, to a certain extent, of independently acquiring knowledge and solving communicative tasks. The basis of the project method is the development of cognitive skills of students, the ability to independently construct their knowledge, the ability to navigate in the information space, and the development of critical and creative thinking. The project method helps in the formation of such a personality.

Definition of the project and project activity. The very word "project" (literally translated from Latin "thrown forward" is interpreted in various dictionaries as "a set of documents (calculations, drawings, etc.) to create a structure or product. The preliminary text of a document. The idea, the plan." Thus, according to N.Y. Pakhomova, a "project" is a prototype or prototype of an object or type of activity, and "design" turns into the process of creating a project (Fried-Booth, 2015).

Thus, a project studies a specific problem and its practical or theoretical implementation. The project method aims to develop independent, creative activities for students. As a result of their creative, practical activity, students create the final product in the form of new knowledge and skills (Phillips, 2015).

But for a teacher and a student, the concept of "project activity" has certain differences: an educational project, from the student's point of view, is an opportunity to maximize their creative potential. This activity allows you to express yourself individually or in a group, try your hand, apply your knowledge, benefit, and publicly show the result achieved. The result of this activity is practical and significant for the students themselves.

The project method involves the use of a wide range of problem, research, and search methods, clearly focused on a real practical result that is significant for each student who participated in the development of the project, as well as the development of the problem taking into account various factors and conditions for its solution and implementation of the results (Knoll, 2012).

According to the type of activity, the projects can be distinguished as follows:

1. Research projects that are characterized by a well-thought-out structure, designation of goals, and justified relevance of the research subject for all participants. They have a structure that is close to a truly scientific study or completely coincides with it. Such projects, of course, should correspond to the level of language training of schoolchildren at a certain stage of education.
2. Creative projects involving the appropriate design of the results. The design of the results requires a well-thought-out structure, for example, in the form of a video, a report, the design of a certain category, an album, etc.

3. Role-playing projects in which the structure is planned but remains open until the end of the project. The participants of such a project assume certain roles that are determined by the nature and content of the project. The roles can be very diverse: from literary and fairy-tale characters to business people of our time. The degree of creativity in such projects is quite high, but the main activity is still role-playing (Knoll, 2014).

4. Information projects that are aimed at collecting information about an event or phenomenon. The project participants collect this information in order to familiarize a wide audience with it. The implementation of such a project can be compared with the implementation of a research project: a well-thought-out structure is required, the constant adjustment in the course of work. Such projects are often integrated into research projects and become a certain part of them, a module.

5. Practice-oriented projects have a clearly defined result of the participants' activities, which is necessarily focused on the social interests of all project participants. For example, it may be a bill, a convention on the rights of teenagers, a set of laws on incentives and penalties in a given school, a project for building a new school with a winter garden, etc.

Such a project requires a certain scenario with clearly distributed responsibilities of all members of the group. The work should be carried out in stages according to a pre-developed plan. After each stage, it is necessary to hold a discussion, the purpose of which is to evaluate the work done. If there are failures in the work, they must be eliminated by joint efforts (Hardy-Gould, 2013).

Materials and methods

This study was designed to analyze students-economists' attitudes toward professional foreign language education and the usage of the case technology in the lessons. During the study, a mixed approach was used with the help of the interview and observation. To collect the data 22 students were interviewed from economics faculty. The interview aimed to identify the students' attitude to the professional foreign language, and the usage of the communicative-cognitive cases in the educational process. Additionally, the results of the study took into account the class observation.

The general didactic typology of projects can be presented as follows:

- By type of activity Research; creative; role-playing; informational; practice-oriented
- Mono-projects in the subject-content area; interdisciplinary projects
- By the nature of coordination, Projects with open, explicit coordination; projects with hidden coordination
- By the nature of contacts, Domestic, regional; international.
- According to the number of participants, Personal; paired; group
- By duration, Short-term; medium-term; long-term

Groups of students are formed taking into account psychological compatibility, while students with different degrees of foreign language proficiency are included in each group. The group selects one task, but when it is completed, the roles are distributed. Each student gets an independent piece of work in the project.

It should be remembered that to complete all the project tasks, and students must possess certain intellectual, creative and communicative skills. These include the ability to work with text (highlight the main idea, search for the necessary information), analyze information, make generalizations and conclusions, and work with various reference materials. Creative skills include generating ideas (which requires knowledge in various fields).

Results

During the study, students were interviewed, so they had to answer the following questions in Table 1 to analyze their attitude to the professional foreign language education and technologies that are used during the class:

Table 1 – Interview questions with students' answers

Interview questions	Answers with percentages			
1. Is professional foreign language education important for future economists?	Vitally important	Very important	Not important	
	7 (31.8%)	13 (59.1%)	2 (9.1%)	
2. Does learning a professional foreign language improve your career opportunities?	Yes, of course		No	
	22 (100%)		0	
3. How would you rate your professional foreign language level?	I can read and understand the whole idea of what is said, but I hardly communicate	I can only read, but I can't speak English well because of my grammar mistakes.	Perfect, I can easily use English in any sphere.	I can use English to solve profession-oriented tasks
	59.1%	18.2%	13.6%	9.1%
4. What's the reason for your low professional communication skills?	Usage of traditional methods and technologies	Lack of professional lexis	Boring material	Lazy me
	12 (54.5%)	10 (45.5%)	10 (45.5%)	6 (27.3%)
5. Which of the following emotions do you often feel during the class?	Demotivated	Motivated	Happy	
	45.5%	40.9%	9.1%	
6. Which type of technology do you think is effective?	Case study	Game-based methods	Problem situations	Project work
	50%	18.2%	13.6%	13.6%
7. Which type of technology helps to improve your communicative skills more?	Speaking activities, games	Solving problem situations	Working with case studies	Discussions, debates
	10 (45.5%)	7 (31.8%)	6 (27.3%)	5 (22.7%)
8. Have you ever worked with cases? How helpful are they?	Very	Slightly	Not much	
	18 (81.8%)	4 (18.2%)	1 (4.5%)	

Overall 22 students from the 2nd year of study participated in this interview. According to the results, about 60% of the students admit that professional foreign language education is very important for their future profession. They are confident that a professional foreign language will improve their career opportunities. However, 13 (59,1%) students out of 22 have trouble speaking a foreign language even if they can read and understand the speech. The main reason for this was the usage of traditional methods and technologies (54,5%), then the boring material that is presented by the teacher (45.5%) and students' lack of professional lexis (45.5%). Consequently, 45.5% of the students felt demotivated during the lesson, 40.9% felt motivated, and others felt happy. During the interview, students had to say the most effective type of technology according to their mind, and 50% of them chose case study technology, 18.2% preferred using the project method, and others mentioned problem situations and project methods. But surprisingly, 12 learners said that speaking activities and games mostly improve their professional communication skills, whereas 7 students chose to solve problem situations and 6 students chose to work with case studies. And finally, for the question to what extent cases are helpful, 18 students, that is 81.8% answered positively about this technology. The whole results of the interview are presented in the following diagrams 1-5:

Figure 1
How would you rate your professional foreign language level?

22 responses

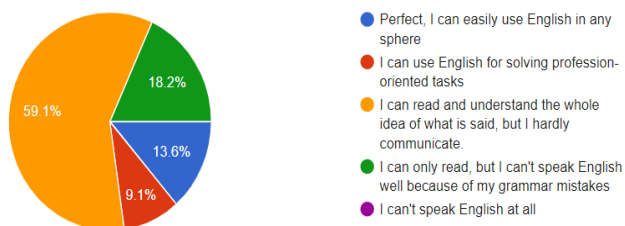


Figure 2
Does learning professional foreign language improve your career opportunities?

0 / 22 correct responses

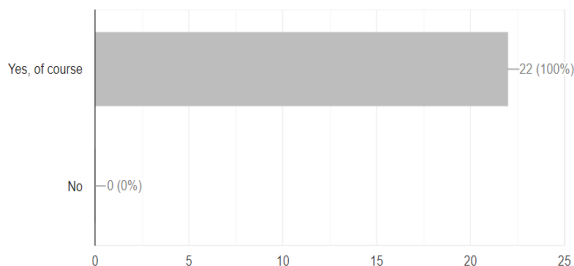


Figure 3

What type of method did you use?

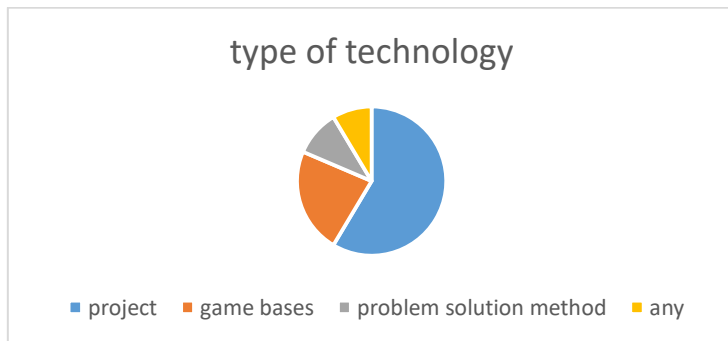
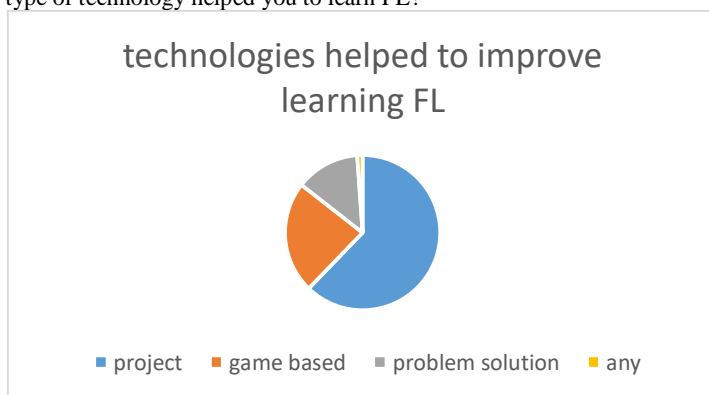


Figure 4
What type of technology helped you to learn FL?



Discussion

From the interview, it's clear that professional foreign language education has become vitally important for students these days. Over the past couple of decades, most universities have been paying special attention to the acquisition of a foreign language for any specialty because of the radical changes in social, economic development, and political conditions in our society. Therefore, these circumstances have led universities to prepare specialists to be able to foster international relations and establish contacts with representatives of different nationalities in the economic, social and political spheres at different levels.

So, students also realized that it's not enough to know the language and have special education in this globalized world. It became significant to have personal intellectual abilities, critical thinking skills, and professional communication skills necessary for understanding cultural diversity to cooperate with representatives of various multinational organizations. Although students are aware of modern requirements for specialists and the possibilities in building a career today, they still struggle to reach a proper level of professional foreign language. According to the results taken from the interview, most of them rated their level of foreign language as low. They can read and understand what is said, but they hardly communicate. The reason for that was

mostly using traditional methods and technologies in the class rather than modern ones, presenting boring material, and students presenting poor professional language skills. Therefore, most of the students felt demotivated. According to the interview, the best solution for improving the English classes would be using case study project technology according to students' responses.

The task of teaching various types of speech activities is the formation of many of the skills mentioned above.

Thus, for the competent use of the project method, considerable preparation is required, which is carried out, of course, in an integrated system of teaching at school (it is implied that not only in teaching a foreign language), and it is not at all necessary that it precedes the work of students on the project. Such preparatory work should be carried out continuously, systematically and in parallel with the work on the project.

At all stages of the lesson, the teacher should initiate an independent search, and creative activity of students, direct them to identify the problem that forms the basis of this project and search for ways to solve it.

When using the project method in teaching a foreign language, the role of the teacher also changes. It is different at different stages of design. The teacher acts as a consultant, assistant, observer, source of new information, and coordinator. The main task of a teacher is to transfer ways of working, not specific knowledge, i.e. the emphasis is not on teaching but on teaching. A thoughtful teacher prepares for the lesson by predicting students' possible verbal and non-verbal actions and planning the level of support needed for each group of students individually. All this makes the lesson quite productive. We should not forget that the role of humor and impromptu in the lesson is great.

So, what is the project methodology for teaching English in high school?

In relation to a foreign language lesson, a project is a set of actions specially organized by a teacher and independently performed by students, culminating in the creation of a creative product.

The project methodology is based on the cyclical organization of the educational process. A separate cycle is considered a completed independent period of study aimed at solving a specific task to achieve the overall goal of mastering English.

The main goals of introducing the project method into school practice are:

1. To show the skills of an individual student or a group of students to use the research experience acquired at school.
2. To realize your interest in the subject of research, to increase your knowledge about it.
3. Demonstrate the level of foreign language proficiency.
4. To rise to higher education, development, and social maturity.

A distinctive feature of the project methodology is a special form of organization. When organizing work on a project, it is important to observe several conditions: (Chechel, 2018).

The topic can be related to both the country of the language being studied and the country of residence. Students are focused on comparing and comparing events, phenomena, and facts from the history and life of people from different countries.

The problem offered to students is formulated in such a way as to orient students to attract facts from related fields of knowledge and various sources of information.

The project method is clearly focused on a real practical result that is significant for schoolchildren. While working on the project, a new relationship is being built between the teacher and the students. The teacher is no longer the only source of information for students. Students present their work to their comrades rather than to the teacher. Working on a project helps students to express themselves from the most

unexpected side. They have the opportunity to show their organizational skills, and hidden talents.

The ability to use the project method is an indicator of a teacher's high qualification, his progressive teaching methods and student development.

When performing project work, which can be presented orally and in writing, it is necessary to adhere to the following recommendations:

- Firstly, since project work gives students the opportunity to express their own ideas, it is important not to control and regulate students too explicitly. It is desirable to encourage their independence.
- Secondly, the project work is mainly open, so there can be no clear plan for their implementation. During the execution of project tasks, you can also enter some additional material.
- Thirdly, individual students can carry out most projects, but the project will be as creative as possible if carried out in groups.

Some projects are carried out independently at home. Part of the lesson is spent on some of the project tasks, and the whole lesson is spent on others, so keeping old magazines, scissors, and glue in the classroom is also advisable. The third recommendation once again emphasizes the importance and effectiveness of educational cooperation.

The beginning of the project activity of schoolchildren is usually very simple – something that is of direct importance to each of them, for example, "Acquaintance", "Portrait of a writer", "Guide to the country of the language being studied," including such simplest ones as "Family Tree" (Family Tree), ("School of the future or "School Tour"), "My Dream House" and others. Children should get the impression that English is entertainment, color, activity, pleasure. The office usually turns into a workshop – children bring glue, paper, colored pencils, scissors, especially when we do any practical projects from the "We make" series. Unbeknownst to ourselves, we begin to speak English, gluing, and cutting out the necessary attributes.

One of the modern and fascinating forms of work is the compilation of various collages: for example: "Me and my parents", "We and music", "Let's preserve our nature". With pleasure, the guys also perform such projects as role-playing - gaming: this is a dramatization of fairy tales and songs. Role-playing is of great importance for the development of a student's personality: taking on various roles, he empathizes, begins to orient himself in relationships between people, and shows the creative possibilities inherent in him.

By the nature of the final product of the project activity, I use the following types of projects in the field of foreign language learning:

We will focus more on specific examples: at the senior stage of training, students are more conscious and creative in their approach to creating a project. Taking into account their interests and the problems that concern them, such projects as: "Healthy lifestyle", "Social security system in Russia and the USA"; "Youth groups", "Music" were implemented; when studying the topic "Travel to the UK", the idea of creating a tourist project called "Welcome to Europe".

It was proposed to create its own tourist center and develop a detailed route for it. When working on the project "The social security system in abroad", the students fully analyzed the material presented in the textbook and summarized all the information received in the form of an information brochure. Another interesting project is the creation of your own political system of the state structure ("What is your idea of a perfect state?" "The ideal state-what is it?") We are talking about two types of states: the first is based on idealistic principles, the second is based on democratic principles.

The following questions are worked out in the previous lessons: "What is parliamentary democracy? What kind of power and authority should the president

have? Who has more rights? Should a politician be kind?". These issues form and educate the legal consciousness of students. There is an introduction of schoolchildren to political culture and to social values, the ideals of the structure of society, and to the optimal forms of social relationships of people.

Projects do not have to be large and take a lot of time to prepare – they can be mini-projects (research) – "My favorite TV channel". It should be noted that the successful solution of a personally significant problem involves the integration of knowledge from other fields. So, after studying the topic "Education", students are invited to make a project "The schools of tomorrow" "Schools of the future", taking all the positive things that exist in school education in Russia, the UK, the USA, Canada, Australia and New Zealand.

At the same time, students, working on the project reproduce in memory the knowledge from various fields obtained in foreign language lessons, as well as history, geography, etc., which contributes to the actualization of the material they have passed. On the other hand, the search for solutions to practical problems actualizes students' need to acquire new knowledge, cognitive activity.

Informative research projects, for example, "Studying the region of a country", "A guide to the country of the language being studied" are included in the program on country studies, for example, on the topic "Great Britain" or "America".

Scenario projects - the scenario of an extracurricular event for a school or a separate class ("Holiday of the English Alphabet")

Creative works – free literary composition, literary translation of the work into the native language, creative reflection on the topic, etc.

Publishing projects – wall newspapers, materials for stands.

As a result of the conducted research on the use of project methodology in the system of training sessions at different levels of training, the following conclusions were made:

1. The project methodology is a new pedagogical teaching technology and represents a possible alternative to the traditional classroom-based system. The need to apply the project methodology in modern school education is due to the obvious trends in the educational system towards a more full-fledged development of the student's personality, his preparation for real activity.

In the process of analyzing the scientific and methodological literature on the problem, it was concluded that the project methodology, being an innovative technology, correlates with the main tasks of modern school education.

Main tasks of modern school education

The project methodology is aimed at realizing the student's personal potential in the process of foreign language speech activity, where there is not a subject-object relationship between the teacher and students (as with the traditional classroom-lesson system), but a subject-subject relationship with the dominant consulting and coordinating function of the teacher;

The project methodology assumes the mastery of communicative competence under the condition of a personal-activity approach in the process of foreign language speech activity. The activity component is implemented in this case in two ways.

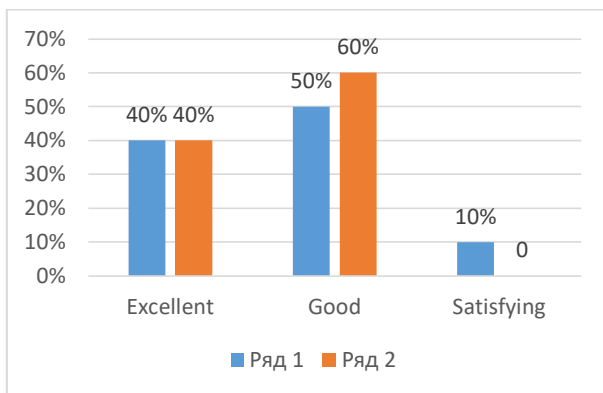


Figure 5
Results of diagnostics of speech skills for presentation of project work of senior schoolchildren (control stage of the experiment)

On the one hand, the interrelation of theory and practice is observed in the project work, i.e. students in the process of creative creation of a specific product (wall newspaper, humorous photo collage, interview recording, magazine, diary) apply certain scientific knowledge, their own experience and are most fully aware of their functioning in solving various problems, which entails the search for new ones and new knowledge, the discovery of new sources of information (Witlin, 2011).

On the other hand, students in the process of project work are involved in active mental activity. The communicative and cognitive need of a student in personality-oriented learning becomes the internal motive of his speech activity, while language acts in its main function – the formation and formulation of thoughts (fig. 3).

Conclusion

The conducted research showed the following results: in general, the project methodology is an effective, innovative technology that significantly increases the level of proficiency in language material, internal motivation of students, the level of independence of schoolchildren and team cohesion, as well as the overall intellectual development of students.

Analyzing the practical experience of project development presented above, it can be concluded that the use of the project method in the process of educating students by means of the English language involved schoolchildren in various environments: social, linguistic, etc., students were involved in real research activities and aimed at obtaining real results.

In addition, the independent choice of content and methods of activity contributed to the development of the emotional sphere of the individual, her abilities, inclinations, and interests.

Today we understand by the phrase "project method" a certain set of ideas, a fairly clear pedagogical technology, and a specific practice of teachers' work. The ideas that the project method was designed to implement are once again becoming significant in wide circles of the pedagogical community.

No one claims that project work will help solve all the problems in learning, but it is an effective remedy for boredom. It promotes the development of students, self-awareness as a member of the group, and the expansion of language knowledge. The project is also a real opportunity to use the knowledge gained in other lessons by means of a foreign language.

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