

The Essence of Project Education at the English Lessons in Higher Education Institution

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Abstract: The article reveals the essence of project education in the classroom in the foreign (English) language of students of non-linguistic specialties of the University. Project training is considered by the author as one of the effective teaching methods that allows you to transform academic knowledge into real life experience of students. The author draws attention to the fact that the inclusion of project activities in the educational process of students of the university contributes to the formation and development of information skills that quite effectively fits into the educational process, carried out in the form of a workshop, effective if all the stages of the project activities that necessarily include the presentation. The implementation of project training was carried out on the basis of the University. A sample of the study consisted of 20 first-year students of profile "Lawyer". The study took place in three stages. At the organizational stage, primary diagnostics of the communicative competence development level was carried out through testing and a communicative case. At the second stage, the project activity was carried out within one semester within the framework of the four topics in accordance with the thematic plan of the English language program: "Trip planning", "The development of the ecological situation", "Which is better: city or in the countryside?", "Young people in modern society". At the third stage, re-diagnosis was carried out by means of testing and a communicative case.

Keywords: Project training, project, foreign language communicative competence, subject knowledge, teaching method.

INTRODUCTION

Project activities in modern conditions should be considered as one of the effective teaching methods that allows you to transform academic knowledge into real-life experience of students.

Teaching a foreign language to students of non-linguistic specialties is especially relevant due to the fact that a foreign language most often in a university does not have a sufficiently communicative and practice-oriented orientation. In this regard, interactive, project-based learning methods are of particular importance, allowing to develop and improve subject knowledge and foreign language communicative competence.

MATERIAL AND METHODS

The main methods of investigation are as follows:

- theoretic - methodological analysis of scientific, philosophic, psycho - pedagogical, educational literature on research topic; analysis, comparison and generalization of teachers' experience at schools, vocational schools, universities;
- analysis and results in systematization of students' activities (creative work), pedagogical

experiment, observation, conversation, survey, modeling, method of expert evaluations, method of mathematical statistics.

Reliability and validity of research results are ensured by reference to fundamental work on the issue by unity of empirical and theoretical methods corresponding with its subject matter, aims and objectives. It is also assured by complex character of pedagogical experiment using mathematical methods to get data experimentally and by sufficient representative scientist the authors' participation in experimental work.

RESULTS AND DISCUSSION

The concept of project training was proposed by A. Morgan in 1975. The author defined project-based learning as an activity in which students solve real problems and bear individual and group responsibility for organizing the educational process (Morgan, 1993).

A. Morgan proposed three models for the application of project-based learning in the educational process:

The "Project as an exercise" model is aimed at the student's use of the available knowledge and available information within the framework of the subject being studied.

The model "Project as an element of the educational process" reflects interdisciplinary

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connections between disciplines and is aimed at solving real problems.

The "Project as an educational methodology" model is that the student is not limited in the choice of information sources necessary for the implementation of the project (Morgan, 1993).

Analysis of the domestic scientific and methodological literature shows that design training is widely covered by the methodologists V.P. Bepalko, GB Golub, N.F. Maslova, E.S. Polat, S.A. Smirnovoy.

S.B. Kalinkovskaya cites the opinion of E.S. Polat, according to which project training contributes to the formation of research skills (analysis of a problem situation, identification of a problem, hypothesis, analysis of solutions, synthesis of results, conclusions), ability to work in a team during joint activities on a project, communication skills (ability to build a constructive dialogue, find a joint solution) (Kalinkovskaya, 2015).

O.V. Makarenko and M.A. Smirnova believes that project training contributes to the formation of design skills in professional activities (Makarenko, 2015).

Project activity is one of the methods of communicative-directed learning, aimed at developing independent research skills that contribute to the development of creative abilities and logical thinking, combining knowledge gained during the educational process, and introducing specific vital problems (Denker, 2013).

Based on the analysis of the literature, it is advisable to highlight the following stages of work on the project:

1. Organizational, including the definition of the theme, the objectives of the project, the distribution of responsibilities in the group.
2. Analytical, aimed at finding sources of information, its analysis.
3. Practical, reflecting the direct solution of the problem, analysis of the results.
4. Presentation, including a discussion of how to present the results of the study.
5. The checklist includes an assessment of the completed project, self-analysis of the results of the work carried out in the group (Macsuga *et al.*, 2012).

Thus, when organizing project activities in the process of learning a foreign language by students, it is advisable to distinguish two results (Lee *et al.*, 2014). The first is the pedagogical effect of the inclusion of students in the "gaining knowledge" and their logical application. If the objectives of the project are achieved, a qualitatively new result is obtained, which is expressed in the development of the student's cognitive abilities, his independence in learning activities, and the ability to put these skills into practice in any situation. The second result is the completed project itself. The results of completed projects become "tangible": if this is a theoretical problem, then a specific solution, if practical, then a specific result, ready for implementation, application (Spencer-Oatey, H. & Franklin, 2015).

Project training in a foreign language creates a positive motivation for self-education, which is an important factor in the formation of foreign language communicative competence of students of non-linguistic specialties. Thus, the inclusion of project activities in the educational process of students of the university contributes to the formation and development of information skills that fits into the educational process quite effectively in the form of a workshop, is effective when all the stages of the project activities that necessarily include the presentation are observed.

The implementation of project training was carried out on the basis of the University. A sample of the study consisted of 20 first-year students of the profile "Lawyer".

The study took place in three stages.

At the organizational stage, primary diagnostics of the communicative competence development level was carried out through testing and a communicative case.

Testing is presented by questions on the following blocks: vocabulary, grammar, and writing. The communication case included free speaking in a group of topics: "Ecology", "City and country", "Young people in modern society".

At the second stage, the project activity was carried out within one semester within the framework of the four topics in accordance with the thematic plan of the English language program: "Trip planning", "The development of the ecological situation", "Which is better: city or in the countryside?", "Young people in modern society".

As the objectives of the formation of foreign language communicative competence of students of non-linguistic specialties in the process of project activities were identified as follows:

- communicative: the formation of students' communicative competence; intellectual and practical skills and abilities required for conducting research, increasing the level of research skills; the formation of students of socio-cultural knowledge about the country of the language being studied;
- developing: the development of thinking processes, increasing cognitive activity, the development of independence, initiative.

Project 1: Trip Planning

As a project preliminary preparation, students can watch a film in English about climbing in the mountains, hiking (for students of non-linguistic specialties is permissible with Russian subtitles), work on the vocabulary includes questions on understanding the plot, discussing students' impressions, communicating a communicative task. Examples of communicative tasks include:

- What are the important details when planning a route to the mountains?
- Describe the route preparation policy by the group members.
- Specify unsuccessful sports, reasons for climbing.

Next, students are invited to solve the problem in the group:

Work in groups. You are going on a tourist trip to Gorny Altai. You have 3 days to go. Your task is to choose a route. Discuss in a group and get a solution.

The strongholds are:

1. Discuss travel equipment.
2. What is the duration of the tourist trip you can choose?
3. What terms may arise on the way?
4. How will the decisions be made?
5. Work in groups of 3-4 and discuss plans. What decision did you get?

6. How do you plan resources?
7. Discuss with friends trip planning results.

Students are invited to independently find information and familiarize themselves with the hike / trip planning rules on the following points:

1. The formation of the idea of travel.
2. Team building and travel development.
3. Physical and technical training (it is advisable to assign the task to conduct a survey among the group members).
4. Material training.
5. Responsible person (voting or poll, who wants to be responsible (cook, technical training, guide, etc.).

In the process of working on a project, the teacher organizes a preliminary collection of information, checks the correctness of the translation of words. Further discussion is organized in groups: group members should discuss each item and make a decision. As a result, the group should have a hike plan.

Project 2: "The Situation in the City of Novosibirsk"

Case material: statistics on emissions to the environment, wastewater, amount of garbage at landfills in Novosibirsk, statistics on the state of the environment in the cities of London.

Goal 1 In order to estimate the level of polluted river Ob. Conduct research for your city / region / specific area. Compare the conditions used in other countries.

For each 1 day / 1 week. According to the survey

1. Discuss the results in the group. The data is included in the form of a graphic.
2. Compare the results to the file.
3. Analyze the results of each environmental situation.
4. Therefore, we do not understand how to solve these problems.
5. Develop a hypothesis of an environmentally friendly city.
6. Organize the discussions.

The case is the most effective method of forming students' foreign language communicative competence, it is a problematic task. Situational tasks (or cases) are tasks that allow students to master cognitive operations consistently in the process of working with information: familiarization - understanding - application - analysis - synthesis - assessment. This task has a pronounced practice-oriented character, but its solution requires specific subject knowledge.

Project 3: "Which is Better: Life in the City or in the Countryside?"

The proposed case has the following contents:

1. Social poll on "Which is better: urban life or country life";
2. Comparison of advantages and disadvantages between urban and country life - a comparison of the advantages and disadvantages of life in the city and in the countryside;
3. Video "Life in the city or in the countryside" on the Internet resource YouTube.

In this case, for the formation and development of the communicative competence of students, it is proposed to use educational resources - the so-called organizing platforms, aimed at managing the educational process, which allow you to share materials, to discuss various issues.

An example is TED - an abbreviation of the English. Technology Entertainment Design - a technology whose concept is to spread unique ideas.

Through this platform, it is advisable to implement the following learning methods:

- Compilation of questions to open or closed video, as well as tips for students;
- holding a discussion: the video discussion page is organized on the principle of a tree-like web forum, in which participants can evaluate each other's statements, indicate who they are referring to, create their own topics for discussion;
- Creation of additional video description in the form of text or links for further discussion in the group.

Project 4: "Young People in Modern Society"

The TED platform offers animated videos in the form of answers to questions with a small description:

"How does the cigarette affect the body?"

"Cigarettes are not good for us. This is not a newsletter. If we stop, our body is recovering? We gave up"

"Multivitamins are good for you?"

"SciShow's study of studying multivitamins"

"How does the cigarette affect the body?"

"This is hardly news. But how much does it hurt us? If we stop, will our body recover? Krishna Sudir details what happens when we smoke - when we leave".

"Does multivitamins benefit you?"

"It's good for you? SciShow explores the science of multivitamins."

These resources within a project allow not only to motivate students to search for an answer to a question, but also to form a conscious attitude to a particular decision, interest in sociocultural knowledge about the national specifics of their country and the country of the language being studied in the course of their professional activities, showing These are such professionally important qualities as sociability, empatichnost, tolerance.

Under the guidance of a teacher, discussions are organized in a group or forum directly on the platform, examples of life situations, solutions, recommendations are given. Next, the teacher gives the group or individually each task to create a text and a video clip. Finished videos are discussed, the best ones are selected according to various criteria.

At the third stage, re-diagnosis was carried out by means of testing and a communicative case. Test assignments contained questions on the themes of completed projects and included the following blocks: vocabulary, grammar, and writing. The communicative case included free speaking in a group of four reference points in the framework of the topics studied: 1 Speak about ... 2. Tell please, how ... 3. Come to a decision ... 4. What do you can recommend?

In (Noerhartati *et al.*, 2020) investigated the role of corporate entrepreneurship on sustainable supply

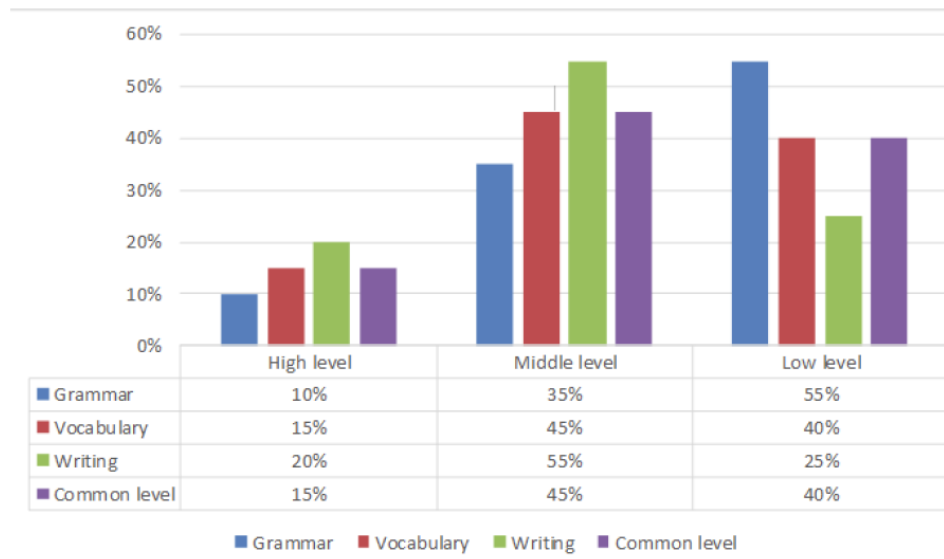


Figure 1: Results of testing in foreign language of first-year students.

chain performance among Indonesian textile companies. This study investigated the effect of three corporate entrepreneurship dimensions on supply chain. They evaluated for the educational system in Indonesian system and conclude to focus on management support, sufficient project time and organization culture to support sustainable supply chain performance.

According to the test results, the following data was obtained:

On the basis of the results obtained, it is advisable to conclude that the average development level of lexical and writing skills prevails in this group of students. The development level of grammatical skills is represented at a low level.

On the basis of the initial diagnosis of communicative competence by means of a communicative case, the following results were obtained (Figure 2).

40% of students showed quite good results: 5% - a high level, 35% - an average level. This group of students has sufficient communicative potential, is well-versed and well-versed in the communication tools necessary for future professional activities. in a communicative situation, they are well oriented and quickly make the right decisions in various matters.

60% of students showed low results, which allows to conclude that the development of a university program in a foreign language causes them not only intellectual difficulties, but also psychological ones. In

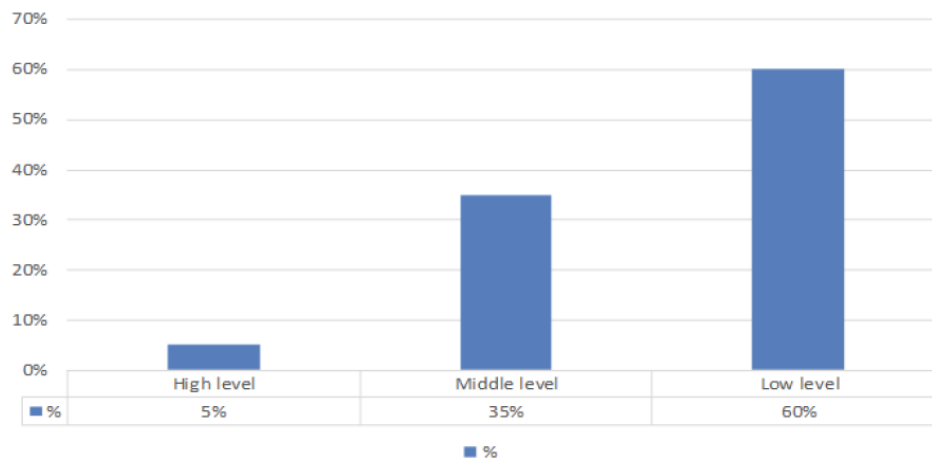


Figure 2: The results of the primary diagnostic of the foreign language communicative competence development level of students (communication case).

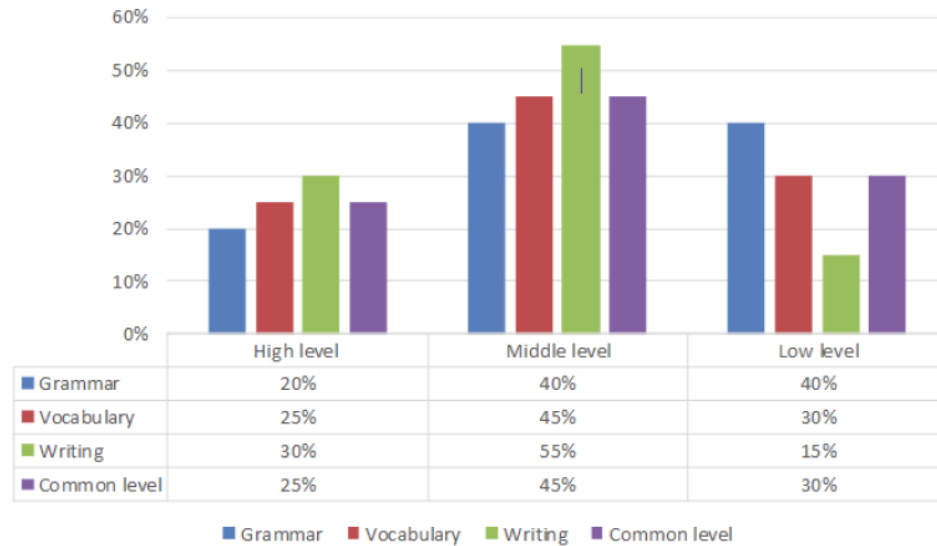


Figure 3: Test Results.

the situation of professional choice, this is a factor in determining the willingness to choose a new, unusual situation, a situation of uncertainty as opposed to an indifferent, impersonal choice or the choice of a familiar situation.

The results of testing on the completed projects themes are presented in Figure 3.

Comparative diagnostic results of the level of foreign language communicative competence development of students at the beginning and at the end of the semester are shown in Figure 4.

According to the obtained results of foreign language communicative competence development level of students it has a positive trend: a high level

showed 20% compared to 5% earlier, a low level decreased from 60% to 35%, the middle level showed 45% compared to 35% earlier.

SUMMARY

The positive dynamics of the communicative competence development level leads to the following conclusions.

The use of project activities in a foreign language educational process of students of non-linguistic profile allow the following possibilities to be realized:

- 1) In the project process students research skills are formed: there are to find information, select the necessary information, put forward a

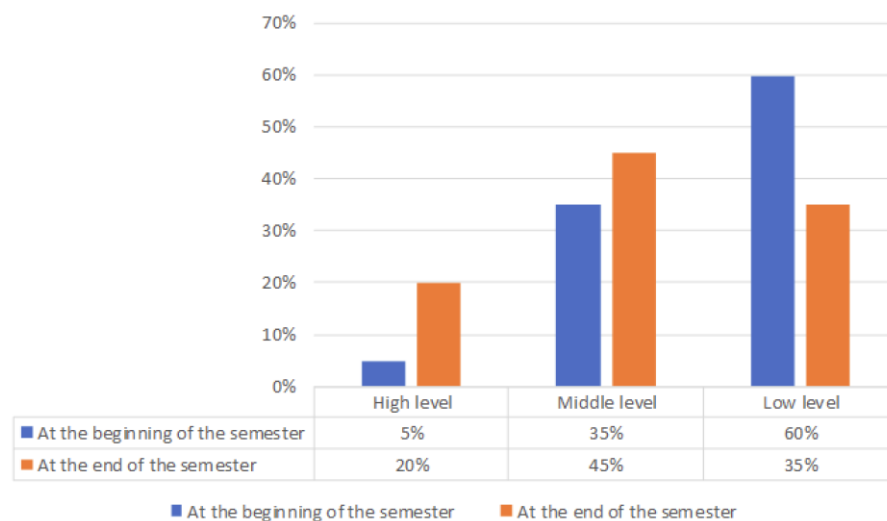


Figure 4: Diagnostic results of the level of foreign language communicative competence development of students at the beginning and at the end of the semester (the communicative case).

hypothesis, form a problem, and substantiate the results in a foreign language;

- 2) Systemic thinking, creativity, imagination, purposefulness and organization, prudence and enterprise, ability to navigate in a foreign language communicative situation; are developed;
- 3) Communicative, lexical, grammatical and writing skills are improved.

The basic principles of project training in a foreign language study by students of non-linguistic specialties include practice-oriented situation of communication, reality, motivation, purposefulness, in formativeness for interlocutors, dialogue, the use of different methods and forms of education.

As a result learning a foreign language is aimed at developing independent communicative activities of students at both a productive and creative level. This ability contributes to the formation of a free linguistic personality, able to act on its own behalf, that is, to realize their own communicative and cognitive needs in a foreign language in any communicative situation.

CONCLUSION

The majority of patients (67%) evaluated the Thus, the possibilities of project training in a foreign language of students of non-linguistic profile can develop not only foreign language communicative competence, but also replenish sociocultural knowledge, form motivation contributing to the improvement of knowledge and practical development of linguistic-cultural material, understanding and mastering English, perceiving information directly from native speakers.

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