Original Article

Method of Projects as a Version of Innovative Technologies with The View of Intensification of Educational Process

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Abstract

The realities of a modern world order to explain the increase of interest to learning of foreign languages and demand to search for ways of intensification of the educational process. The purpose of this article is to comprehend changes in the structure, contents and organization of educational process that allows considering more fully interests, tendencies and abilities of students, to create conditions for their training according to their professional interests. The leading methods of the research are the analysis of current situation and available methods of training and synthesis of new approaches to the organization of educational process. The purpose of foreign languages training at the present stage is not the language system, but the foreign speech activity as means of intercultural interaction. The main result of the research is the proof that the method of projects allows to apply creatively a language material, to turn classes of a foreign language into discussion and research. This is the activity which allows showing oneself individually or in group, trying one's forces, putting in the knowledge, benefitting and showing result.The results of the research can be used by teachers of foreign languages.

Key words: Education, Student, Teaching, Learning, Intensification of the educational process, Innovation, Communicative competence, Group-work, Reflection

INTRODUCTION

According to the concept of profile training at the senior step of the general education, approved by the Ministry of Education of Russia, differentiation of the content of training in higher education institution is carried out on the basis of various combinations of courses of three types: base, profile, elective. Each type of these courses makes the contribution to the solution of problems of profile training [Ministry of Education, 2002]. The innovation is in entering various human activities of new elements (types, ways), raising productivity of this activity [Yakovets, 2004]. The innovation in foreign languages teaching assumes such methods and receptions, such types of works which would promote the formation and development of communicative culture of students, fixed skills of practical foreign language use [Polat, 1999]. The task of the teacher consists in creating conditions for each trainee to improve practical command of the language, to choose such methods of training which would allow each pupil to show the activity, the creativity. The task of the teacher is to stir up informative activity of the pupil in the course of training foreign languages [Galskova, 2006]. Modern pedagogical technologies such as training in cooperation, project technique, use of new information technologies, Internet resources help to realize personal focused approach in training, provide individualization and training differentiation taking into account the abilities of pupils [Blagodarsky, 2005].

METHODOLOGICAL FRAMEWORK

The main methodological approaches in modernization of training technologies are presented in a grant for students of pedagogical higher educational institutions are [Galskova, 2006]:

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System Approach

Essence: relatively independent components are considered as set of the interconnected components: education purposes, subjects of pedagogical process - the teacher and the student, the content of education, methods, forms, means of pedagogical process. The task of the teacher: accounting of interrelation of components.

Personal Approach

Recognizes the personality as a product of socio-historical development and the culture carrier, and does not allow personality data to nature. Personality is the purpose, subject, result and main criterion of efficiency of pedagogical process. Task of the teacher: creation of conditions for self-development of inclinations and creative potential of the personality.

Activity Approach

Language activity is the basis, means and condition of language competence development. Tasks of the teacher: choice and organization of activity of the student from a position of the subject of knowledge of work and communication.

Dialogical Approach

The fact of the "dialogical" maintenance of an interior was considered in teaching insufficiently. Task of the tutor: to trace relationship, to promote the humane relations, to adjust psychological climate in collective. The dialogical approach in unity with the personal and activity ones make essence of methodology of humanistic pedagogics [Gubarev, 2006].

Culturological Approach

Is based upon the doctrine about values and valuable structure of the world and caused by objective communication of a person with culture as the system of values.

RESULTS

E.S.Polat, a doctor of pedagogical sciences known in the field of modern technologies of training, defines the method of projects as "definitely organized search, research activity of pupils, individual or group, which provides not simply achievement of this or that result issued in the form of a concrete practical exit, but also the organization of the process of this result achievement" [Polat, 2007].

E.S. Polat considers that the method of projects in the presence of certain conditions can be used in any type of educational institution, at any grade level if it corresponds to the following requirements:

1. Existence of a problem or task, significant in the research or creative and demanding integrated knowledge, search for its solution.
2. Practical, theoretical, informative importance of expected results.
3. Independent activity of pupils: individually, in pairs, groups at a lesson and out of it.
4. Structuring a substantial part of the project, with the indication of stage-by-stage results and cast.
5. Use of research methods: definition of the problem, research problems following from it, promotion of a hypothesis of the decision, discussion of methods of the research, registration of the result achievement, the analysis of the received data, summarizing, adjustment, conclusions.

In the author's works it is possible to see the following types of projects:

According to the Dominating Methodof the Project it Can be:

A research

This type demands the structure of the project,well-thought over, accurately formulated purposes, interest of each project participant, social importance, methods of processing the results.

A creative activity

This type is characterized by the absence of structure, it is being planned and developed, submitting to the scheme accepted by pupils. However, it is necessary to agree about wished and planned results in advance (Compositions, video films, wall newspapers etc.).

A role game

In these projects the structure is also being planned and remains open before the project termination. Each participant chooses a certain role of literary characters, heroes, simulating social or business relations etc. The results of such projects can be discussed in advance, and can "appear" closer to the end of work.

Practically aimed ones

Such type is distinguished by purposeful activity of the project participants, accurately designed from the very beginning and should be focused on social interests of participants. The project demands well thought-over structure, probably, a scenario of all participants' activities, defining the functions of everyone. A newspaper, a document, a video film, a sound recording, performance, an action program etc. can be the result of such projects.

According to Subject -Substantial Aspect

Mono-projects

These projects are preferable for the most difficult subjects connected with regional geographic, social subject. The form of the presentation is designated in advance.

Inter-subject projects

These are preferable for carrying out in after-class time. They can unite several subjects and solve rather complex problems, for example, problems of environmental preservation, life spheres of native speakers, researches of creativity of the writers working in one genre etc. Such projects demand strict organization, well-worked forms of intermediate control and total presentation.

According to the nature of coordination Projects can be
With open coordination

In such projects the teacher directly participates in work, organizing and directing it, coordinating the activity of all the participants.

With hidden coordination

The teacher does not interfere with the work on the project, but studying diaries and reports of the pupils, talking to participants, he attentively watches the process and can act as the adviser and the assistant.

According to the Characteristic of Contacts Projects May be
Local, regional and international

One can note a number of features of the project method use when training a foreign language:

first, the project may be multi-disciplinary and demand knowledge from various educational areas, promoting integration of subjects;

secondly, itis integration of a foreign language with other kinds of activity: research, labor, esthetical;

thirdly, the work on the project is a combination of a student's independent work with the work in pairs or groupsaccording to the solution of a problem that demands the ability to define it, to plan the ways of its solution, to pick up necessary material, to discuss the ways of presentation with group-members.

In recent years practically any action, creation of any product even without completion and detailed study may be called a project. In other cases a "project" implies usual group work on a subject. Thus, it is necessary to distinguish wide and narrow treatments of a project.

English experts in the field of techniques of language teaching T. Blur and J.M. Saint John distinguish three types of projects:
1. A group project in which "research is carried out by the whole group and each student studies a certain aspect of the chosen subject";
2. A mini-research consisting in carrying out "individual sociological poll with the use of questioning and interviewing";
3. A project based upon work with literature, implying "selective reading on a subject interesting for a student" and suitable for individual work.

Researchers consider the last type the easiestfor practical use and consequently the most popular one. However the structure of the project described shows that it assumes the development of exclusive skills necessary for work with literature: scanning and analytical reading, ability to work with directories and library catalogs etc. In this regard it is fair to consider R. Jordan's point of view claiming that the project based on the work with literature is suitable generally for learning a foreign language for special purposes. At the same time "mini-research" and "work with literature" can be considered as types of a group project which is the most important for a technique of foreign languages teaching [Kopylov, 2004].

The following stages of work on projects are allocated in foreign special literature:
1. Definition of the subject of the project.
2. Definition of the problem and project purpose.
3. Discussion of the structure of the project, drawing up the approximate plan of work.
4. Presentation of necessary language material and pre-communicative training.
5. Collection of information: appeal to acquired knowledge and life experience, work with information sources, creation of one's own system of information storage.
6. Work in groups.
7. Regular meetings during which pupils discuss intermediate results, the teacher makes comments on the work done by pupils, corrects mistakes in the use of language, arrangespresentation and working off of a new material.
8. Analysis of collected information, coordination of different groups' activities.
9. Arrangement of the project presentation - exhibitions, a video film, a broadcast, theatrical representation, a school holiday etc.
10. Demonstration of the project results (culmination point of the work on the project).
11. Project assessment. This stage includes not only epy control of assimilation of language material and development of speech and communicative competences, but also the general assessment of the project which concerns contents of the project, its subjects, final result, participation of certain pupils in the organization of the project, the work of the teacher etc.

The basis of a project teaching isthe idea about aimingstudents' educational and informative activity on significant result. Thus realization of the principle of connecting training with life, with practice is obligatory.

Development and implementation of specific projects help to solve practical educational problems, to acquire

practical knowledge and experience. While working on projects participants acquire independent thinking, self-organizing, initiative, develop intuition. Participants' learning activity increases: they start to read more, especially reference and special books, communicate with each other more, conduct discussions and disputes. The process of presentation projects' results, public speech develop thinking ability, standard of speech and communication, ability to find reasons to protect ideas, self-control. Thus, a personality development is obviously observed [Koval, 2004].

The necessity to educate a sociooriented person, as Fakhrutdinova A.V. states in her article may also be realized with the help of this technology [Fakhrutdinova, Kondratieva, 2015].

It is possible to draw a conclusion from practice that design technique gives students a big incentive in work, leads to active development of a foreign language use, application of the knowledge in each concrete situation.

Educational projects are more widely used at a foreign language classes. Such projects demand less time and they are less complicated. These projects are intended for the use at a certain lesson and have definite purposes. Projects of this kind are relevant for the use at generalizing and final lessons of a course. The task of the teacher is to formulate the subjects of a project, to define a circle of the necessary questions aimed on realization of the purposes and problems of a definite lesson. It is possible to give approximate topics of educational projects: "Mass media", "Television", "Political parties", "International organizations" and others.

The organization of fixed mono-projects implies project activity on the basis of topics. A preparatory stage includes standard study of the subject with defining all hypothetically important aspects.

The organization of after-school projects includes a subject choice, definition of the purpose and project tasks, formation of groups, division of responsibilities. At the stage of basic research information sources are defined and a final view a project product, which is an «external product», defined by participants of the project. An «internal product» of design activity is also analyzed, that is the development of interpersonal, verbal and linguistic, visual and spatial and intra-personal abilities of pupils.

The basic conditions observed at work on a project subject:
1. Computer literacy;
2. Ability to give reasons and make logical conclusions;
3. Ability to distribute the material from simple to complicated one, from particular to general.

The approaches, allowing realizing key competence:
Personal approach: forms social and significant qualities of graduates –self-consciousness and self-realization, social activity, mobility, creativity, aspiration to realize the specific goal.
Competence-based approach: the pupil turns from a passive object of pedagogical influence into the active subject of design activity.
The differentiated approach: guarantees adequate language loading, training practical skills of independent activity.
Activity approach: opens for a pupil all range of possibilities and creates installation on a free choice.

DISCUSSION

Many teachers addressed to this technique as it helps to solve important didactic problems in educational process: lessons are not limited to students' acquisition of certain knowledge and skills, but implytheir practical actions, touching upon their emotional sphere, which leads to increase of students' motivation; pupils get an opportunity to carry out creative work within the set subject, extracting necessary informationnot only from textbooks, but also from other sources, what makes possible to maintain links with other school subjects [Kiyashenko, 2016], they learn to think, find and solve problems independently, involving knowledge from different versions of the decision, learn to establish causal relationships;various forms of the organization of educational activity are successfully realized in the project,such as interaction of pupils with each other and the teacher whose role changes: he becomes a partner equal in rights and an adviser;the whole process of design work is focused on the pupil: his interests, life experience and individual abilities are considered first of all;collaboration within the project teaches pupils to complete the task, i.e. to write an article, a message, to collect and process statistical data, to issue an album, a collage or the wall newspaper.

Work on the educational project allows building non-conflict teaching, enduring inspiration of creativity, again and again together with children, turning educational process from boring compulsion into productive creative activity.

CONCLUSION

Application of a design technique increases students' interest to learning a foreign language with the help

of development of internal motivation by means of transferring the center of training process from the teacher on the pupil. Positive motivation is a key to successful learning of foreign language. Modern approaches to training a language emphasize the importance of cooperation and interaction between pupils as a motivating factor.

Thus, the design technique is an effective innovative technology which considerably raises the level of a language material possession, students' internal motivation, the level of students' independence and unity of students' staff, and also the general intellectual development of them.

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