

# THE METHOD OF PROJECTS AS AN EFFECTIVE MEANS OF TFL AT THE STAGE OF PRE-PROFILE PREPARATION OF SCHOOLCHILDREN

**Elvira V. Oganyan**

*Institute of foreign languages  
Peoples' Friendship University of Russia, Moscow, Russia  
Elya.oganyan@mail.ru*

**Abstract:** This article is devoted to the descriptions of projects in teaching a foreign language at the stage of pre-profile preparation of schoolchildren, which consists in shifting the emphasis from various types of exercises to the active intellectual activity of students who require possession of specific language tools for their design.

**Keywords:** the method of projects, the project, teaching a foreign language, the studying process, practical work, the pre-profile preparation of schoolchildren

## 1. Introduction

English is one of the most popular languages in the world, and much attention is paid to its training. The ability of a person to communicate with other people is one of the essential skills in life. Activation of the communicative abilities of the child, preparing him for being in society – this is the main developing goal of all language school subjects. However, when learning a foreign language, besides the goal, it is also a method. The relevance of the topic is that at present the project methodology has become widespread not only in foreign language lessons but also in other academic disciplines. The practice has shown the effectiveness of using this method in many respects. The project method is the most relevant pedagogical technology that provides a solution to the tasks set before the education. At the present stage of development of the methodology of domestic researchers, the possibilities and advantages of using the options of projects in teaching foreign languages are shown (Borisova, R.G., 2007: 31).

## **2. Objectives/Purpose of the study**

The purpose of this article is to analyze and theoretically substantiate the method of increasing students' motivation to master English using the project method at the pre-profile preparation stage.

The purpose determines the set of tasks:

1) Summarize the main methodological and theoretical approaches to the study of the application of project methods as an effective means of increasing motivation.

2) To determine the specifics of the implementation of the project method in training students of a foreign language at the stage of pre-profile preparation of schoolchildren.

3) Determine the sequence of cognitive actions of students in the development and conduct of project activities.

The subject is the method of organizing and conducting project activities to increase the motivation of students to master the English language at the stage of pre-profile preparation of schoolchildren.

## **3. Methodology**

The project method involves a specific set of educational and cognitive techniques that allow you to solve a particular problem as a result of the independent actions of students with the mandatory presentation of these results. If we talk about the method of projects as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in their very essence.

The theoretical foundations of design training were investigated in the works of S.V. Abramova, V.V. Guzeeva, E.S. Zair-Beck, G.L. Ilina, I.I. Ilyasova, E.I. Kazakova, V.M. Monakhov, V.N. Stepanova, E.V. Titovoy, Yu.N. Turchaninova, A.V. Khutorskoy, N.G. Chanilova, G.P. Shchedrovitskogo, H.I. Yurtaeva.

Russian researchers V.V. Guzeev, M.V. Clarin, D.G. Levites, E.S. Polat, I.D. Chechel considers project training as a holistic technology of learning that promotes students mastering

methodological knowledge, skills and skills of self-education; as a means of developing students' abilities, research skills, social skills, etc.

The analysis of using the project method in a foreign language classroom has shown that its use is built on the basis of a systematic, personal-activity, creative-oriented approaches that ensure the construction and operation of a holistic process of student personality formation (Geykhman, L.K., 2002: 260).

The project method allows to create situations where the base is the exchange of thoughts, and the language is a means of forming and articulating these thoughts. It contains the idea of the direction of learning and cognitive activity on the result. It is achieved by solving a problem that is practically or theoretically significant for the student (Vladyko, O. A., 2007: 60).

Project activities that go beyond classrooms and schools in other educational spaces will give students the opportunity to self-identify in society through learning from their actions and communication in various communities, provide them with the ability to realize their ideas in a multifactorial information and communication space. Thus, many scientists and methodologists understand the project activity as holistic training carried out on educational and extra-curricular materials, covering the entire spectrum of pupils and the corresponding recovery.

The organization of the educational process in the framework of project activities requires the observance and implementation of some principles outlined in the modern theory of education, in particular, such as:

- 1) the principle of naturalness, i.e., the problem that students choose should not be far-fetched, but really, interest should not be artificial, but real, and so on;

- 2) the principle of awareness of students and the problems themselves, and the goals and objectives that they set for themselves, they anticipate the course of the research and its results;

3) the principle of self-activity, since the student can master the course of study in the project only through his living, i.e., through own experience;

4) the principle of visibility, which can be best realized when a child in a project activity investigates a problem not so much through books, as in real life conditions;

5) the principle of cultural conformity, when it is essential to take into account the traditions of the world outlook that exist in different cultures, and those traditions of interaction that live in a given social community (in language pedagogy, this principle, as well as the teaching method, is terminologically designated by the concept of a dialogue of cultures).

The essence of the “method of projects” in education is in such an organization of the educational process, in which students acquire knowledge and skills, experience of creative activity, emotional-value relation to reality in the process of planning and executing becoming more complex practical tasks gradually — projects that have not only cognitive, but and pragmatic value (Saltovskaya, G.N.; Martirosova, V.S., 2008: 24).

A learning project is a way of learning in which a student is convinced today that education is a force capable of transforming his life and the lives of those around him for the better.

## **4. Result/Findings**

### ***4.1. Organizational stage***

The textbook "Spotlight 5" by V. Evans, U.Vaulina and others contain informative and cognitive material that is focused on the development of students' activity, their involvement in a creative activity.

At the end of each cycle of the textbook, there is a particular lesson “Project” in which students develop and submit their project. For example, "Become a garden detective," "Let's make the World a Better Place," etc.

Work on the project involves the creation of the most favorable conditions for the disclosure and manifestation of the

creative potential of students: develops their imagination and thinking.

In the context of working on a project, an internal motive of speaking is formed; there is a need to say something, which is dictated by the desire to take part in communication.

Work on the project is based on group interaction, which is not only a learning method but also a natural component of the educational process. The composition of the creative team is determined by criteria such as:

- a) the level of training;
- b) interpersonal skills;
- c) initiative;
- d) performance;
- d) the interests of students, etc.

Depending on the theme of the project and the interests of students, the composition of participants may vary. Concerning the quantitative composition of the group, the most successfully develop a project of a group of 3-4 people. Thus, in class 4 creative groups working on the same topic are formed.

In teaching English, the project method can be used in close contact with the curriculum. Given the high workload of students, we are developing school projects on topics that are offered by the curriculum. It should be noted that the theme of the project should not only be included in the general context of language learning but also be interesting enough for students. The choice of the issue of the project work is crucial; often it is the theme of the project that ultimately can determine the success and effectiveness of the project work as a whole.

So, for example, CMD for the 5th grade in the 2nd quarter offers the themes "Town Life" – "Life in the city," "Preposition of Place" – "Prepositions of the place," "How to get to my place" – "How to get." The theme is very close to schoolchildren; the pupils are very enthusiastic about the offer to tell about their favorite city, about their favorite corner, about their yard. So unobtrusively there is a discussion of the theme of creative works,

in the end, a generalizing theme of the project is formulated. The guys are enthusiastically starting to work on a project that we called "Welcome to Moscow!" Students with the participation of teachers discuss the content and nature of the project, its purpose. The ultimate goal of our project was to create an electronic version of the encyclopedia-guide to Moscow. Thus, the content of the project work turns out to be based on the logical continuation of the content of the textbook subject.

At the initial stage (organizational) it is essential, not only to formulate the topic and the final goal of the project, it is necessary to prepare the project, you must:

- determine the time frame (here it is required to take into account that schoolchildren are very busy at school and quickly get tired);
- consider what materials and sources students can use;
- discuss the plan for writing essays and creating illustrations;
- choose the optimal form of presentation of the results;
- draw up and address an approximate work plan.

#### ***4.2. Project implementation***

Then comes the most time-consuming stage of working on a project – collecting information – accessing existing knowledge, working with various sources of information, searching for new experience, forming your own opinion and opinion on the subject of research.

It should be noted that not all students are immediately and easily involved in the work on the project. You cannot offer a job that a student cannot perform. The tasks must correspond to the individual level at which each project participant is located. It is necessary to help everyone decide on a specific topic, advise what to pay attention to and how to present their results.

It is here that the main work of English teachers with their students takes place, intermediate results are discussed, errors in the use of language units are corrected. The guys disappear fear

of the English language, they better assimilate its logical system. The work of this kind provides many opportunities to apply the completed grammatical phenomena and structures. Undoubtedly, the logical units of the English language worked out in such a situation are more reliably fixed in the student's memory.

In work on the project "Welcome to Moscow!" at the initial stages, children learn lexical and grammatical material within the textbook (see Table 1).

**Table 1**

Town life:	Prepositions of place:	How to get to my place:
town	in the country/a big city/a small town	to turn to the right/left
city	near	to walk along the street
square	not far from/far from	to get to the traffic lights
main	opposite	It takes you ... to get there
cinema	behind	
theatre	next to	
church	in front of	
street	in the middle of	
roadtraffic light	on the right/left	
	between, at, on, in	

They write short essays within the framework of the curriculum. Then they work on their theme about their favorite corner of Moscow. A teacher requests children some questions for writing an essay (see Table 2). It should be noted that students discuss the issues, their importance, and consistency.

**Table 2**

Plan I. Introduction 1. About myself 2. About my family 3. The place I live in II. Main body 1. Describe your favorite place in Moscow 2. How can you get to your place from The Red Square? 3. Write as much as you can about your place III. Conclusion 1. Why do you like this place?
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## **4.2. Presentation**

At the third stage of work in the framework of project activities (presentation stage), students work on the actual technical implementation of the project. Using a computer gives the project more dynamism. The pupils themselves typing texts of their essays on computers, learn to work with text and graphics editors, improve their computer skills, master the use of electronic versions of English-Russian and Russian-English dictionaries. Students have the practical opportunity to use the knowledge and skills acquired in computer science lessons.

A significant point in the process of preparing the presentation of his essay for the children was the need to create an illustration for their theme. But not easy, but with the requirements for further computer scanning – the picture was supposed to be bright, bright and colorful. Most of the work was done in traditional ways, using colored pencils, watercolor paints or gouache.

## **5. Discussion**

The purpose of learning a foreign language is a communicative activity of students, i.e., practical knowledge of a foreign language. The task of the teacher is to intensify the actions of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only revives and diversifies the educational process but also opens up great opportunities for expanding the educational framework, undoubtedly, carries with it a substantial motivational potential and contributes to the principles of individualization of education (Shamova T.I. 2006: 384). Project activity allows students to play the role of authors, creators, increases creativity, expands not only the general outlook, but also contributes to the expansion of language knowledge.

Participation in projects increases the level of practical knowledge of English and computer, and most essential forms the skills of independent activity, initiative. In the process of project work, the responsibility lies with the student as an individual (Sokol I.A. 2008:16). The most important thing is that the child,



and not the teacher, determines what the project will contain, in what form and how it will be presented. The project is an opportunity for students to express their ideas in a convenient, creatively thought-out form.

The use of the project methodology in the English language classes, even within the school curriculum, showed that students:

- achieve good results in learning a foreign language,
- have the practical ability to apply the skills learned in computer science lessons,
- understand the need for interdisciplinary communication.

The project method is just one of the components of a learning activity that can be effectively used at various stages of learning, complementing any other techniques in the context of the variability of learning a foreign language and allowing to optimize the process of learning a foreign language. Analysis of theoretical data and practical developments in this area enables concluding the effectiveness of using the project method for the formation of sustainable motivation, as well as the creation of critical thinking skills and skills to work with information.

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