

Авторы публикации

Сигачева Наталья Альбертовна – кандидат педагогических наук, доцент кафедры иностранных языков для физико-математического направления и информационных технологий Высшей школы иностранных языков и перевода Института международных отношений Казанского федерального университета, г. Казань, ул. Межлаука, д. 3.
E-mail: nsigacheva@mail.ru

Authors of the publication

Sigacheva Natalya Albertovna – candidate of pedagogical sciences, Associate Professor, Department of English for Physics and Mathematics and Information Technology, Kazan Federal University, Kazan, Mezhlauka street, 3
E-mail: nsigacheva@mail.ru;

Маршева Татьяна Владимировна – старший преподаватель кафедры иностранных языков для физико-математического направления и информационных технологий Высшей школы иностранных языков и перевода Института международных отношений Казанского федерального университета г. Казань, ул. Межлаука, д. 3.
E-mail: tatyana0509@mail.ru

Marsheva Tatyana Vladimirovna – senior lecturer, Department of English for Physics and Mathematics and Information Technology, Kazan Federal University, Kazan, Mezhlauka street, 3
E-mail: tatyana0509@mail.ru

**Поступила в редакцию 01.11.2018.
Принята к публикации 10.12.2018.**

УДК 378.014.5 +378.03:81

ПРОЕКТНО-ОРИЕНТИРОВАННЫЙ ПОДХОД КАК СРЕДСТВО МОТИВАЦИИ К ОВЛАДЕНИЮ ИНОСТРАННЫМ ЯЗЫКОМ

А.С. Скоробогатова

anna.skorobog@mail.ru

Южно-Уральский государственный университет, г. Челябинск, Россия

Аннотация. Статья рассматривает некоторые теоретические основы проектно-ориентированного обучения и затрагивает основные принципы подхода. В этой статье также представлены промежуточные результаты и некоторый опыт эксперимента по углубленной языковой подготовке для студентов бакалавриата, который проводится в Южно-Уральском государственном университете с 2016 года.

Ключевые слова: проектно-ориентированный подход, иностранный язык, мотивация, углубленная языковая подготовка.

Для цитирования: Скоробогатова А.С. Проектно-ориентированный подход как средство мотивации к овладению иностранным языком // Казанский лингвистический журнал. 2018, том 1, № 4 (4). С. 153–158.

PROJECT-ORIENTED APPROACH AS A MEANS OF MOTIVATION TO MASTER A FOREIGN LANGUAGE

A.S. Skorobogatova

anna.skorobog@mail.ru

South Ural state University, Chelyabinsk, Russia

Absrtact. The paper considers some theoretical basis of project-oriented learning and introduces the major principles of the approach. This article also represents the intermediate results and some experience of the experiment of the in-depth language training for undergraduate students that has been conducted in the South Ural State University since 2016.

Keywords: project-oriented approach, foreign language, motivation, in-depth language training.

For citation: Skorobogatova A.S. Project-oriented approach as a means of motivation to master a foreign language // Kazan linguistic journal. 2019. Vol. 1, No. 4 (4). Pp. 153–158.

In the last few years there has been a growing interest to a project-oriented approach of teaching which is considered an innovative method that aims to achieve better results in studying. If we compare a traditional way of teaching which is based on a special lesson plan with its specific educational targets with the project-oriented method we should note that the last one makes students become more concerned and motivated in the subject because this approach interacts with the students' interests. While carrying out any personal project the data points of this activity becomes more important and moreover this progress improves the current skills and knowledge of foreign language.

The project-oriented approach refers to a set of teaching strategies that enable tutors to guide students through in-depth studies of real-world topics. Projects have a complex but flexible framework within which teaching and learning are seen

as interactive processes. When tutors implement this method successfully, students feel highly motivated and actively involved in their own learning, leading them to produce high-quality work and to grow as individuals and collaborators. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. A project, by definition, is an in-depth investigation of a real-world topic worthy of a student's attention and effort. Projects typically do not constitute the whole educational program; instead, tutors use them alongside systematic instruction and as a means of achieving curricular goals.

The project-oriented way of teaching has a long history. More than 100 years ago John Dewey presented his report concerning the advantages of hands on student directed learning [1, p. 398]. However, Blumenfeld, Marx, Guzdial and others recognized those attempts as failure to be shared among because teachers did not apply to 'the complex nature of student motivation and skills required to engage in cognitively difficult work'. In 1920s Kilpatrick offered project based instructions. Due to his opinion such instructions should include four components: purposing, planning, executing and judging [2].

The project-oriented way of teaching is still being developed and is considered an effective model for academic achievements though the results differ within the quality of the project and the level of student engagement. Thus, given article will explore the theoretical basis of project-oriented learning and represent some results of in-depth language training for undergraduate students that has been implemented at South Ural State University since September 2016 as part of the Competitiveness Enhancement Project 5-100 (the project M.8.1.3. "Implementation of an advanced language training system in undergraduate studies).

According to the program of in-depth language training for undergraduate students the educational curricular was made in order to motivate students to reach some progress in language learning. The main goal of advanced undergraduate

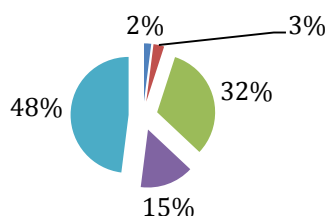
language training is to improve the level of English proficiency of undergraduate students to B2 level in order to successfully participate in international scientific and educational activities and support students' eagerness to master English. For evaluation of the results we used questionnaires and survey. The results were shown in a form of the attitude-scale tests to English lessons carried out in B1 level groups. The given attitude-scale test was a six-point type scale used to differentiate attitude from positive to negative ones. The survey enrolls 24 first- year students of A2 level and 26 second- year students of B1 level who started the education with A2. These students are the bachelors in economics and engineering majors. Our research was carried out on the English lessons during 5 months and it consisted of four educational projects conducted in different forms such as individually, in groups of three and in pairs. The projects were: "Natural Disasters", "One day in 3020", "The most incredible industrial wonders" and "My plan of healthy life style". All these topics correspond to the program objectives which were supposed to practice given lexical and grammatical material of the lessons.

Our research consists of the studies of project-oriented learning effectiveness on English lessons in the university. The process of independent estimation includes questionnaires and observation. Thus, all the students of the given groups were interviewed on the aspect of the attitude to the project work and the individual achievements. Also the analysis of the questionnaires allowed discovering of the challenges encountered by the participants. We were interested in learners' making projects fulfillment, difficulties the students faced etc. The analysis of the answers is presented in the pie charts below. As we can note the most popular answer (48%) among the participants of B1level was about the effectiveness of the project-oriented activity and its assistance in better understanding of the material. And it is clearly seen that the biggest percentage in A2 level group (41%) belongs to topics' interest. Also we can mention that students of A2 level prefer traditional lessons more than students of B1 level (the percentage is 25% and 3%respectively). This can be interpreted as the necessity of the first-year students to get extra resources for their potential to become explicit by the means

of increasing their motivation. We strongly believe that when we start doing anything everyone needs reasoning of the activity to be done and here appear some motives that have to clarify it. As for the least sought after feedbacks they were similar on both levels and told us about students' neglecting of any skills' development with the help of project-oriented activities.

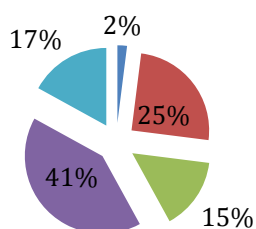
Pie chart of the answers' proportion in B1 level group

- I'm not interested in making projects
- I prefer traditional lessons
- This activity motivates me to study English
- This activity is gripping if the topic is relative to me
- This activity helps understand the material better



Pie chart of the answers' proportion in A2 level group

- I'm not interested in making projects
- I prefer traditional lessons
- This activity motivates me to study English
- This activity is gripping if the topic is relative to me
- This activity helps understand the material better



Summing up the results, it can be concluded that the most part of the participants of the experiment discovered some positive contribution on the skills' mastering as well as the stimulation of motivation. But we also realised that the

students have faced some challenges which connected with time consumption of project activity. However, we are really glad to conclude that our experiment was successful and we are planning to continue the implementation of the in-depth language training among the students of South Ural State University.

Литература

1. *Blumenfeld, Soloway, Marx, Krajcik, Guzdial, Palincsar*. Motivaiting project-based learning: Sustaining the doing, supporting the learning // *Educational Psychologist*. 26 (3-4). 1991. Pp. 369–298.
2. *Foshay J.D.* Project-based multimedia instruction. Bloomington, IN: Phi Delta Kappa International, 1999.

References

1. Blumenfeld, Soloway, Marx, Krajcik, Guzdial, Palincsar. (1991). *Motivaiting project-based learning: Sustaining the doing, supporting the learning* // *Educational Psychologist*. 26(3-4). Pp. 369–298.
2. Foshay, J.D. (1999). *Project-based multimedia instruction*. Bloomington, IN: Phi Delta Kappa International.

Авторы публикации

Скоробогатова Анна Сергеевна –
Старший преподаватель кафедры иностранных языков ИЛиМК, ЮУрГУ
 454100, г. Челябинск,
 ул. Звенигородская 46-128
 E-mail: anna.skorobog@mail.ru

Authors of the publication

Skorobogatova Anna Sergeevna –
Assistant professor of the foreign languages dpt, SUSU
 454100, Chelyabinsk,
 Zvenigorodskaya st. 46-128
 E-mail: anna.skorobog@mail.ru

Поступила в редакцию 01.11.2018.
Принята к публикации 10.12.2018.