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**IMPLEMENTATION OF PROJECT CONDUCTED  
IN FOREIGN LANGUAGE CLASSROOM**

This article describes the implementation of project works in foreign language classroom, which is based on project based learning method. There is always a solution of problem in the project method and it always aims at obtaining the result. The method of projects is thus the organized search, research activity of students, which involves not just the achievement of a particular result, formalized in the form of a concrete practical homework, but the organization of the process of achieving this result. The study shows all the possible variations of organizing projects related to learning languages in an appropriate way.

**Key words:** project based learning, project work, foreign language classroom, pedagogy.

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**Шет тілі сыныбында жүргізілетін жобаның іске асырылуы**

Бұл мақалада жобалау әдісіне негізделген шет тілі сыныбында орын алатын жобалық жұмыстардың орындалуы сипатталады. Жоба әдісі әрдайым белгілі бір мәселеге шешім табуға және әрқашан нәтижеге қол жеткізуге ұмтылады. Осылайша, жоба әдісі дегеніміз тек нақты практикалық үй тапсырмасы түрінде берілген нәтижені алу емес, сонымен қатар осы нәтижеге қол жеткізу үрдісін ұйымдастыру мен оқушылардың ғылыми-зерттеу жұмыстары болып табылады. Бұл зерттеу тілдерді оқытуға байланысты жобаларды ұйымдастырудың барлық ықтимал нұсқаларын көрсетеді.

**Түйін сөздер:** жобаға негізделген оқыту, жобалау жұмысы, шет тілі сыныбы, педагогика.

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**Реализация проекта, проводимого в классе иностранных языков**

В этой статье описывается реализация проектных работ в классе иностранных языков, основанная на методе проектов. В методе проектов всегда есть решение проблемы, и оно направлено на достижение результата. Таким образом, метод проектов – это организованный поиск, исследовательская деятельность студентов, что связано не только с достижением определенного результата, формализованного в форме конкретной практической домашней работы, но и с организацией процесса достижения этого результата. В исследовании показаны все возможные варианты организации проектов, связанных с изучением языков соответствующим образом.

**Ключевые слова:** метод проектов, проектная работа, класс иностранных языков, педагогика.

## Introduction

Project-based learning is not entirely new in the world pedagogy. It originated at the beginning of this century in the United States. It is also called task-based learning and it relates to the ideas of humanistic trends in philosophy and education, developed by the American philosopher and educator John Dewey and his disciple V.H. Kilpatrick. John Dewey offered teaching on an active basis, through the practical activities, in accordance with student's personal interest in particular knowledge (Dewey, 1938: 21-23). Hence, it is extremely important to show the children their personal interest in the acquired knowledge that can be useful for them in their lives. This requires problem taken from real life, familiar and meaningful to the child, to solve which it is necessary to apply new knowledge that has yet to obtain.

The teacher can suggest sources of information, and can simply send the thought of students in the right direction for independent research. As a result, students have to solve the problem independently and in joint efforts by applying the knowledge from different fields, get real and tangible results.

Of course, over time the idea of a method of projects has undergone an evolution. Born from the idea of free education, now it becomes an integrated component of a structured and well-developed educational system. However, its essence remains the same - to stimulate students' interest in certain issues, implying the possession of a certain amount of knowledge and through the project work provide a solution to these problems. The essence of the reflex of thinking - the eternal search for the facts, analysis, reflections on their reliability, logical alignment of facts for new knowledge, to find a way out of doubt, build confidence, based on reasoned argument.

During the Soviet era, these ideas have become quite widely introduced in school, back in 1905 in Russia there was a small group of teachers under the leadership of S.T. Shatsky, who tried to actively introduce new pedagogical practices in educational methods, it is very reminiscent of the American draft. The introduction was not enough thoughtful and consistent. After the 1917 revolution, the young Soviet state has enough other problems: the expropriation, industrialization, collectivization. Nevertheless, in a series of serious cases there was a place for pedagogy. In 1931, the Resolution of the Central Committee of the CPSU project method has been condemned, and its use in school is prohibited (Zachesova, 2005: 3-4).

There are several reasons why the project method was not able to manifest itself:

- No teachers capable of working with projects;
- Project based activities has not been developed;
- Overuse of «project method” had harmful effect on other teaching methods;
- “project method” was misconnected with the idea of “integrated programs”;
- The assessment and certificates were abolished and individual examination that existed before was replaced by collective offsets for each of the assignments.

In the USSR, people did not hurry to revive the project method in the school while in English-speaking countries (the US, Canada, UK, Australia, and New Zealand) was used actively and very successfully. In Europe, it settled down in schools in Belgium, Germany, Italy, the Netherlands, Finland and many other countries. Born from the idea of free education, the project method gradually “self-disciplined” and successfully integrated into the educational methods. But the essence of it remains the same - to stimulate the interest of students to learn practical knowledge and apply that knowledge to solve specific problems outside of school.

### What is a method of project?

In European languages, the word “project” is borrowed from Latin: “communion projectus” means “thrown forward”, “acting”, “conspicuous” (Wikipedia, 2017).

In the modern sense of the educational project, it is a task for the students formulated as a problem, purposeful activity, form of organization and teacher-student, student-student activity, and the result of activity as they find a way to solve the problems of the project. In addition, the project is a set of actions specifically organized by teachers to address significant problems, which are carried out independently by students. Concerning the project, we mean an integrated teaching method that allows students to show independence in the planning, organization and control of their activities.

Consequently, the method of project from teacher's point of view:

Is an integrative didactic means of development, training and education, which allows you to produce and develop the specific skills of design, namely to teach:

- Introspection and reflection;
- Progress of its activities and results;
- Problem statement (consideration of the problem field and the allocation of sub, the formulation of the leading problems and formulation of the problem arising from this problem);

- Goal-setting and planning activities;
- Finding the right information, the isolation and assimilation of knowledge from the information field;
- Ability to prepare material for presentation in visual form, using specially prepared product design;
- The practical application of knowledge and skills in various, including atypical, situations;
- Selection, development and use of appropriate technology of product design;
- A study (analysis, synthesis, hypothesizing, detail and generalization).

Karl Frey identifies 17 distinctive features of the project method (Frey, 2002: 344), among which the most important are:

- Project initiative
- Project sketch
- Project plan
- Project implementation
- Project finish
- Control stop
- "Pause for thought"

#### 1. Project initiative (looking for a topic)

If the students do not have enough ideas for project, they can make proposals. They can think about it for a particular time and they need time for discussion. A project idea can be anything and everything, both for the group as a whole and for subgroups; no proposal should be disregarded. The project ideas are then collected and displayed. Following this, each initiator explains his proposal in more detail (with limits on time and method). The overview stays on display for 2 - 3 days so that the students can make a choice.

#### 2. Project sketch (making a choice)

This is not just a matter of taking a vote. The discussion about the proposals and the decision to choose one of them for implementation must take place within a predefined framework (number of projects, time limit, discussion rules, form of debate, decision-making rules). What is important is that arguments are conducted in a professional manner and decisions are not influenced by demagogic ploys, hidden threats, etc., or promises or the weight of the personality of the tutor or popular students. It may be necessary to conduct the discussions in stages to avoid premature decisions. The decision is to be recorded. In this process the first ideas about the structure of the project will be developed. These generally emerge from discussion. The result is a broadened project proposal, the project sketch.

#### 3. Project plan

Planning as a process of preliminary intellectual negotiation is something that is highly demanding and can overtax students under certain circumstances if they have never had project experience before. Where students are inexperienced, therefore, preference is given to project planning, for instance planning that is modified and continued both during and parallel to implementation. Where a teaching project is required, it may well be that the students make proposals that are far too excessive. In project planning, therefore, they turn the first visions into a realistic proposal, separating the feasible from the desirable and exaggerated ideas. They check whether the plan is capable of implementation in practice and clarify with the tutor whether it contains objectives that, for example, infringe against any laws or official regulations. In addition, each of the students says what they personally would like to do in the project and in the process, finds out what are the areas of most importance to them. The focus of the planning process is the division of tasks. The tutor should have as little involvement in this as possible. The first step is for the students to indicate what they would like to do, which tasks, jobs and roles they wish to be responsible for. A method must be chosen which permits all the students express their wishes, particularly the more reserved students. The second step is for the tasks to be specified and allocated in the form of performance specifications. It is important to consider the study forms (solitary, partner or group study). Reciprocal agreement and clarification of tasks are of critical importance in this process. Once the project plan is ready, it is examined once again in detail and checked in relation to the key question: Are we in a position to implement the planned project? The project plan is then formally recorded in writing and displayed in the room. As far as possible, it should provide a precise description of the route to the end product/project objective and include the following elements:

- a) Clear picture of the end product/project objectives
- b) Conditions for implementation, materials, space requirements
- c) Schedules, time required
- d) Responsibilities, division of tasks, allocation of roles
- e) Agreements with external parties

The tutor keeps in the background. He/she leaves the students' field of activity as open as possible, creates additional room for maneuver; however, he/she does not correct or structure. This does

not preclude him/her from taking on certain tasks required for implementation. These can be similar tasks or special tasks (e.g. monitoring, supervision, evaluation).

#### 4. Project implementation

##### a) Contacts in the preliminary phase

Once the implementation of a planned project begins, it is often the case that more work is involved than expected, with concomitant changes to the time schedule and extensions out beyond the classroom. This is the point at which the project ceases to be just a matter for the students but starts to affect other parties as well. If it is to work, contact must be sought with those affected. Making queries at an early stage and ensuring a continuous flow of information can also open up additional sources of advice and unexpected assistance. Oral communication is preferable to the written form.

##### b) Implementation itself

This is the point at which it becomes clear whether the planning work has been well thought out and is capable of application in practice. Here it is important that the tutor is aware of some of the most common difficulties:

- Lack of planning
- Overestimation or underestimation of the group
- Unfavorable group composition
- Lack of cooperation between and within groups
- Problems with deadlines
- Different time requirements among the groups
- Objections from outside parties
- Consideration for and flow of information to outside parties
- Insufficient frustration tolerance on the part of the students or tutor
- Lack of ability to improvise on the part of the tutor
- Technical problems, poor weather, etc.

#### 5. Project finish

The project does not “simply stop”, either in material terms or in terms of project methodology. When the product has been produced, the goal achieved, a good project finish is essential. The danger is that a surprising feeling of emptiness follows. If the high point of the project is at the same time the finish, the transition to the everyday routine again will be a hard shock. This can be quite drastic after public appearances, celebrations or the presentation of one’s own projects. The resultant frustration can then lead to a partial aversion against a new project - or precisely the opposite: Weariness of the everyday routine of the course arouses the

desire for more projects. Of particular value for a “good project finish” is a review. Here the student group undertakes an open and self-critical analysis: What did we want to achieve, what did we achieve? What was good, what was not so good? How do we continue? The transition to the everyday routine of the course must be cleverly organized.

#### 6. The control stop

Control stops are the organizational switching points or interim stops in the project. They are for:

- a) The reciprocal exchange of information
- b) The organization of the next stages of work
- c) The visualization of the current position of the project

d) These stopping points are the points for reviewing the current position of the project. This is of importance because otherwise, additional alternatives for the work may be overlooked and opportunities therefore missed. The timing and target groups for control stops will initially depend on the speed and position of the work. In addition, it is also advisable to conduct regular control stops, for example at the end of the day of a course (as a conclusion) or at the beginning of work.

#### 7. The “pause for thought”

The critical evaluation of the work process is a typical characteristic of the project method. Given the high educational value involved, it makes sense to incorporate “pauses for thought” in all other areas of teaching as well:

To reflect on the framework for communication (agreements, rules, arrangements, decision-making processes)

To consider what causes lack of motivation

To review a certain aspect of what has been done so far

To achieve a certain distance to the project by switching off, taking a break or pause, or repeating a project phase with different means and materials and in a different sequence

Discussion of problems in groups/pairs

Encouragement of quieter, reserved students

The most important task for the tutor in relation to “pauses of thought” is to ensure that they take place in the first place. Many people have psychologically understandable reservations about such discussions and a tendency to avoid them. The timing of such discussions should not be set in advance, therefore, but adapted to situations as they arise. With a little sensitivity and observational skill the tutor should normally be able to recognize the right moment easily in addition, the initiative for a “pause for thought” will often come from the students themselves. Evaluative statements can

also be expressed in non-verbal form and can have a particularly important function in such a form. Pantomime or illustrated forms of communication are particularly valuable in this respect. Finally, didactic approaches such as questionnaires, open questions, provocative propositions or ridiculous assertions can also initiate a “pause for thought”.

The project is a projective technique education and projects differ from each other. In the method of projects, the project is a learning tool, a means of mastering a certain educational material; in projective education - development - the purpose of learning. That is, referring to the method of the projects we have in mind a way to achieve a specific didactic (methodological) goal through the development issues and obtain practical results.

Projects designed for language learning, have both common to all design features and distinctive features, among which the main ones are the following:

- The use of language in situations as close as possible to the conditions of a real communion;
- Emphasis on independent work of students (individual and group);
- Choice of topic is of great interest to students and directly related to the conditions in which the project is carried out;
- Selection of language material, types of tasks and sequence of work in accordance with the theme and purpose of the project;
- Visual representation of results.

The outcome of the work of the student on the project could be the perfect product (made by studying the information conclusion, the findings after generating knowledge) and the product material (regional studies, collage album, tourist avenue to present his «small country», participation in landscaping the yard, the street, which may be accompanied by keeping a diary in a foreign language, writing letters to foreign peers, a newspaper, etc.).

Stages of work on the project:

- Choice of topic;
- Formulating types of problems;
- Distribution of tasks by groups;
- Group or individual project development;
- Project protection.

«You should always start with the choice of the topic of the project, its type, the number of participants. Further, the teacher needs to think through possible options for problems that are important to research within the framework of the chosen topic. The students advance the very same problems from the teacher’s submission (leading

questions, situations that help identify problems, video sequences for the same purpose, etc.). Here, a «brainstorm» is appropriate, followed by a collective discussion. Distribution of tasks by groups, discussion of possible research methods, information search, creative solutions. Independent work of project participants on their individual or group research, creative tasks. Intermediate discussions of the findings in groups (at lessons or in class in the scientific community, in-group work in the library, in the media library, etc.), followed by the protection of projects, opposition» (Polat, 2004).

Thus, the project methodology is characterized by high communicative ability and involves students expressing their own opinion, feelings, active inclusion in real activities, and acceptance of personal responsibility for progress in learning. It promotes the formation of key competences of students:

- Communicative is mastering all kinds of speech activities (oral and written) in various situations; the development and use of various sign systems in the material presentation;
- Informational is mastering the necessary knowledge, the ability to perform bibliographic searches and work with various sources of information, work with large volumes of information;
- Intellectual is the ability to analyze, compare and contrast, generalize and synthesize, assess the facts, read works;
- Organizational is the ability to formulate the purpose of their activities, plan activities, implement it; possession of skills of self-control and self-esteem.

All activities of students focus on the following stages: preparation, planning, research, results and / or conclusion, evaluation of results and process.

1) Preparation:

a) The definition of the problem and the goals and objectives that follows;

b) The hypothesis of their solution;

c) Discussion of research methods;

2) Planning:

a) Identification of sources of information;

b) Determination of ways of collecting and analyzing information;

c) Determining how the results are presented;

d) Establishment of procedures and criteria for evaluating results and processes;

e) Distribution of tasks (duties) between team members.

3) Research:

a) Information gathering;

- |                                    |                                             |
|------------------------------------|---------------------------------------------|
| b) Solving problems.               | 5) Evaluation of results and process:       |
| 4) Results and / or conclusions:   | a) Formalization of the results;            |
| a) Analysis of the data obtained;  | b) Summing up, adjusting, final conclusions |
| b) The formulation of conclusions. | (Guzeev, 2000: 194-197).                    |

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