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ПОД-СЕКЦИЯ 6. Теория, практика и методы обучения.

## PROJECT TECHNOLOGIES IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE

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Education contributes to the growth of intellectual and scientific potential of society and an individual in particular. Improvement of the forms and content of the educational process at the higher educational institution, active introduction of innovative methods in teaching makes it possible to solve many problems.

One of the main objectives of achieving efficiency in teaching is the presentation of knowledge using the latest technology and training aids in the form of a project process.

The so-called project method developed by American educators W. Kilpatrick and E. Collings lies at the heart of project technologies.

According to H. Selevko, project training differs from the problematic one in the fact that activity of a student has the nature of projecting, which implies obtaining a specific (practical) result and its public presentation [4].

The project training technology is an organization, development and creation of creative products having practical significance by students under the supervision of a teacher.

Professor P.I. Obraztsov argues that projecting has a very definite goal, which is to create by a teacher of a special learning environment that allows organizing the pedagogical interaction with students, which guarantees the achievement of the didactic goals set [3].

In our opinion, the basis of the project method is the development of cognitive skills and the ability to independently design their knowledge, the ability to navigate in the information space, the development of critical and creative thinking.

The task of this method is to show students their own interest in acquired knowledge, which can and should be needed in life. Consequently, during the application of this method, it is necessary to select a topical, significant problem, the solution of which requires to apply the acquired knowledge, and as a result, to enrich your own knowledge. A teacher can prompt a source of information or direct students' opinions in the right direction.

In teaching Russian as a foreign language, this technology provides solution of a problem for students, designed as a project. According to one of the modern developers of this technology E. Polat, "the project method is the essence of developing, personally oriented studying" [2].

The project method is always focused on the independent activity of students, which can be expressed in the form of individual, pair, group work and which they perform for a certain length of time. The project method always involves solving a problem. The solution of the problem set involves the use of a variety of methods and training aids, on the one hand,

and assumes the need to integrate knowledge and skills, to apply the knowledge gained from various fields to practice, on the other hand.

When teaching Russian as a foreign language, the following types of projects are most often used: information (preparation of a paper on a proposed topic); publishing (preparation of an article, an abstract); scenario (preparation of a program for an extracurricular event); creative (translation of a text, composition).

In addition, students can develop literary and creative, scientific and environmental, linguistic, cultural, sociological, geographical, and historical projects.

E. Polat classifies such types of projects by dominant activity: research projects that are completely subordinate to the logic of research and have a structure close to scientific research (relevance of the topic, definition of the problem, subject and object of research, description of tasks, research methods, sources of information, mandatory hypothesizing followed by its further verification, discussion of the results received, their presentation); creative projects allow the most free and non-conventional approach to the presentation of results; role-playing projects are implemented through the playing of certain roles by the participants predetermined by the nature and content of the project; information projects are focused on gathering information for the purpose of its analysing, generalizing and perceiving for a wide audience. They have a clear structure (goal, relevance, methods of information obtaining and processing, recording of results and their presentation) [2].

For the development of the project is formed a group, where the responsibilities are assigned (one searches for information in the library, the other on the Internet, the third conducts a sociological survey, the fourth types the text, the fifth prepares a slide presentation, etc.) is formed for the development of a project.

Work on the project should be well-planned by a teacher. At the same time, a student should be thoroughly familiar with the requirements to the substantive part of the project; and anticipated step-by-step results and

deadlines for their implementation should be also indicated.

P. Obraztsov notes that in the projecting, the most appropriate are the following actions of a teacher: definition of diagnostic learning objectives – description of the expected didactic result in the measured parameters; substantiation of the content of training in the context of future professional activities; identification the structure of the content of educational material, its information capacity and the system of semantic links between its elements; determination of the levels of the material being studied and the initial levels of training required to students; development of professional experience to be learned by students in the form of a system of cognitive and practical tasks; search for special didactic procedures for the assimilation of this experience – choice of organizational forms, methods, means, individual and group classes; selection of procedures of control and measuring the quality of mastering the training program and ways of individual correction of training activities; project presentation in the form of a technological map [3].

In European countries, the project technology is increasingly becoming a part of bilingual education, i.e. such training, which is organized on the basis of a certain area of knowledge (content-based language learning) using several languages. Training on a bilingual basis, one of the ways of implementation of which is the project technology of teaching, provides the following:

- mastering of subject knowledge in a certain field on the basis of the interrelated use of two studied languages (native and non-native) by students;
- teaching two languages as sources of educational activity [1].

The introduction of project technologies into the practice of language teaching allows students: to realize their interest in the subject of research, to expand their knowledge in the field of the project theme; to demonstrate the research skills of working on the project theme; to show the level of language proficiency; to rise to a higher level of training, education, social maturity.

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