

THE METHODOLOGY OF ORGANIZING THE PROJECT ACTIVITY OF FOREIGN STUDENTS

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Abstract: Russian universities annually accept hundreds of foreign students, so the questions of teaching languages (Russian or foreign) remain relevant for teachers. The authors consider in this paper the project as one of the effective forms in training foreign students at the stage of obtaining their professional education. The relevance of the problem lies in the fact that some foreign students experience both a linguistic and psychological barrier to communication in the language they are studying, are embarrassed to use the language being studied for communication. The objective of the paper is to offer methodological recommendations for the use of the project for improving the speech skills of foreign students when studying in higher education institutions. The leading methods of research were used such as analysis, observation, experiment, and generalization. According to the results of the study, the authors concluded that the use of project technologies during classes allows foreign students to enrich their lexical vocabulary, master grammatical forms, improve coherent speech, get acquainted with the culture of the country, etc. We believe that this study makes a certain contribution to the field of linguistics and may be interesting for teachers who teach languages to foreigners. The proposed methodology for the application of projects can be used in work not only with foreign students, bachelors, but also with undergraduates.

Keywords: education, project, foreign students, training, Russian as a foreign language, vocational education.

1 Introduction

The methodology of teaching languages constantly evolves and is in search of the most effective methods and technologies for teaching. The analysis of available practices confirms the idea that there are no universal methods and technologies that would be suitable for training in any audience (I.P. Lysakova (Methods of teaching Russian as a foreign language: a textbook for universities, 2016), T.M. Balykhina (2000), A.N. Shchukin, T.I. Kapitonova (2008), etc.). However, some of them deserve attention. In the last decade, it has been especially actively spoken about the use of project technology, or the method of projects in teaching languages ((Polat E.S. 2002), (Kazakova E.V. 2013), (Kazabeeva V.V. 2014), (Tiurina E.A. 2011), etc.).

Russian universities have hundreds of Chinese students, whose teachers rely on traditional and modern technologies in their study ((Antonova V.E. 2013), (Yusupova Z.F. 2016), (Kryukova, N.I., Zakharova, A.N., Dulina, G.S., Yusupova, Z.F., Belonovskaya, I.D., Bogdanova, J.N. 2017), (Rakhimova D.I. 2016), etc.). The authors of the paper consider the problems of teaching Russian in the Chinese audience and share in this work their experience of applying the project technology in working with Chinese students-philologists. The objective of the paper is to offer methodological recommendations on the use of the project as a form of improving the speech skills of foreign students when studying in higher education institutions. The use of project technologies during classes allows foreign students to feel independence and freedom in communication, acquire speaking skills, expand their vocabulary, master grammatical forms, improve speech, get acquainted with the culture of the country etc. The existing studies devoted to this issue reveal different aspects of increasing the effectiveness of teaching foreign students, actively involving them in the educational and professional sphere of communication. In our study, in contrast to other similar works, an attempt was made to examine the

design technology in relation to the training of Chinese students-philologists based on regional geographic material. At the same time, we propose a method for organizing group work, when several students work on one project, distribute the forms of activity and think through the results of the project.

2 Materials And Methods

To achieve this objective, we used such methods as analysis (analysis of scientific, pedagogical and methodological literature available at the present stage), observation (observation of foreign students' speech, their work in class), description (description of the results of application of projects in classes with foreign students), comparison (comparison of training of foreign students in groups with application of design technologies with groups where this technology was not used), and generalization of the results obtained. The research involved the works of scientists on the theory and practice of application of project technologies, the methodology of teaching languages, linguistics, regional studies, textbooks and teaching aids, linguistic and cultural dictionaries. This paper takes into account the results of our observations in the groups of students-philologists, where Chinese students study at Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan State University.

3 Results

According to scientists, project training, or the method of projects, is a special technology, which allows organizing the educational process with maximum consideration of the abilities of foreign students. A student performing a project gets independence in planning his own activity: setting goals and objectives, allocating time, organizing work, choosing ways to obtain information and monitoring techniques. (Liui Iu. 2015) Project-based learning is one of the options for productive learning, the purpose of which is the training of independent knowledge acquisition and their application to solve new cognitive and practical problems (Rakhimova D.I., Fedorova N.I. 2016), (Nurullina G.M. 2016), (Nurullina G.M. 2016), (Navolokova N.G. 2014). The method is based on active learning based on the student's interest in gaining knowledge and improving competences (Husnutdinov D.H., Shakurova M.M. 2016), (Fazliakhmetov I.S. 2016), (Fattakhova N. N. 2016), (Gvozdeva E.V. 2016)). According to researchers, the main principles of the application of the method of projects in teaching the Russian language in a foreign audience can be as follows:

- the chosen problem should be related to the real situation that students may encounter, and require research and integrated knowledge to solve it;
- practical, theoretical, and cognitive significance of the expected results;
- independent activities of students with the teacher as advisor;
- determination of the basic knowledge of the various areas necessary for working on the project, and its ultimate goal;
- ordered structure of the project activity in terms of time and in the substantive part of the project (singling out of the stages of work and the availability of stage-by-stage results);
- use of search and research methods; and
- the results of completed projects must be "material", i.e. in the form of a specific product (video, newspaper, presentation, etc.) (Matveeva N.N., Fatkhutdinova V.G. 2016).

Project work can be of two types: 1) an individual project (each student prepares his own project); and 2) a group project (several students work on the same project). The most effective, according to the researcher E.A. Tiurina, is a "group project", involving several people, where each performs its part of the

work, the discussion of the project is carried out, as a rule, in the studied language, as well as the presentation text is the result not only of monologic text reading, but is also demonstrated in the course of the subsequent discussion (Tiurina E.A. 2011). Each student performs his amount of work: search for and analyze the material; jointly discuss of the materials of each student as a result of a general discussion carried out in the studied (Russian) language. The final stage is the presentation of the project: the students in the microgroup prepare the text, give parts to each other; during the presentation, there is also a discussion with representatives of other groups of students who also present their projects. The project method is always focused on the independent activity of foreign students. This consists in selecting and collecting information, analyzing the material, presenting it in an interesting form, taking into account the features of the audience, the ability to speak orally, etc.

When organizing the project work with foreign students, the teacher plays the role of an advising moderator. Themes of the projects are discussed with foreign students, the teacher gives a general direction, appoints a responsible student in the microgroup, who organizes the distribution of duties and roles. As an assistant to the moderator, Russian students who are interested in teaching Russian in a foreign audience can be appointed.

Our experience in working with Chinese students shows that classes using the method of projects are productive and lively, the students are actively involved in the process of discussion, learn new vocabulary, practice monologic and dialogical speech, begin to feel more confident and free. In the implementation of the project, foreign students participate together with Russian students, which, of course, creates the conditions for communication between students. For Chinese students, it is especially interesting to know the opinion of their Russian peers on a particular problem, impressions of what they see or hear, etc. It should be noted that sometimes Chinese students do not have enough live communication to practice Russian speech. This is especially important at the stage of obtaining professional education. It is impossible to cover in one paper all the methodological recommendations for applying the project activity to classes with foreign students. We recommend you to read about theoretical and practical aspects of the project method in papers ((5), (6), (7), etc.)

4 Discussion

In this paper we consider the issues of implementing the project technology for the successful teaching of the Russian language. We propose methodological recommendations for the use of the project as a form of improving the speech skills of foreign students when studying in higher education institutions. Our experience in using the project technology in teaching Russian as a foreign language confirms the idea that the phased organization of students' work in the group allows them to improve their speech practice, teaches them to build communication with each other, allows each student to be involved in work without exception, to perform a certain amount of work. The presentation of own project also helps foreign students acquire the skills of oral public speech. We see the prospect of further research in developing a methodology for the application of project technologies, taking into account both national and cultural characteristics of foreign students.

5 Conclusions

It is impossible to cover in one paper all the relevant problems of using project technology in working with students. The authors in this paper tried to present their experience of implementing projects in the educational process. To date, the concept of teaching the Russian language in the aspect of project technologies is implemented by many teachers. Therefore, our study does not contradict the modern tendencies in linguodidactics, which are actively supported by modern practicing teachers.

We propose to use the project work stepwise. Our experience was based on our practical classes in Russian with students. Work on the project is carried out in several stages.

1. Stage one.

At this stage, students are offered problems for preparing the project work. For example, the topic "Education system in Russia and China". Students are divided into two microgroups to prepare projects. At the same time, it is important that the creative groups involve both Russian and foreign students.

2. Stage two.

Discussion of the project work plan, structuring of the project, assignment of roles. The first microgroup should disclose features of Russian education, find material using various sources. The second microgroup prepares information about the education system in China. The final product that students should create is an information and promotional booklet for presentation at the international education exhibition.

3. Stage three.

Organization of students' work on the project. At this stage, the teacher acts as an advisor. It is important that students clearly understand what they need to do, what actions they require to perform. Any project involves an objective, tasks, research material, and the end result. It is important that students independently can define a methodology for project research. Sharing views, organized at this stage, will help specify the activities of each member of the microgroup.

4. Stage four.

At the fourth stage, students discuss research materials, select those sources that are best suited for the project. For example, it can be regulative and legal documents on education (Law on Education, State Programs, Concepts, etc.), a list of educational organizations (schools, colleges, institutes and universities, academies), curricula, analysis of university websites, scientific and methodical, and sociolinguistic studies (monographs, papers, dissertations, etc.), etc. It is important to conduct a questionnaire among students of other groups who do not participate in the preparation of the project. For the questionnaire, prepare a list of questions relating to the forms of education in a given country, the assessment system, the prestige of education, etc.

Next, the project is described, where each student prepares his material. One of the students should summarize all the materials proposed and selected, coordinate the work of the rest participants. At this stage it is especially important that foreign students pronounce what and how they do.

5. Stage five.

Presentation of the results of the completed project work. As a result of the research, students should submit a draft information and promotional booklet on education in Russia and China to present it at the international education exhibition. It is important that foreign students speak so that they can use the new vocabulary and grammatical constructions of the Russian language in speech practice. Russian language in this case acts as a means of learning and cognition, forms students' skills in presenting research results, the ability to answer questions of listeners, etc.

Thus, the idea of creating conditions for the use of Russian by foreign students in the course of the research, as well as presenting the results, is fundamental in the modern concept of teaching languages. The practical significance of our research is that our observations on the students' learning activities allowed us to conclude that active and interactive forms of work should be used in the classroom. Our experience in the use of project

technology showed that this helps to increase the participation of all students without exception in the educational process.

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