

PRACTICE-ORIENTED TASKS CONSISTING IN ORGANIZING A LESSON IN THE FORMAT OF PROJECT ACTIVITIES TO STRENGTHEN THE PROFESSIONAL COMPETENCE OF FUTURE LANGUAGE AND LITERATURE TEACHERS

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Abstract: This study seeks to identify the most effective ways to strengthen the professional competencies of philology students of a pedagogical university based on the requirements of WorldSkills Russia to the competence "Primary and Secondary School Teacher". The goal pursued by the authors is to identify the specific components of a practice-oriented task for philology students consisting in organization of a lesson in the format of project (research) activities in order to strengthen the professional competencies of future teachers of Russian language and literature. Theoretical (analysis of scientific and methodological literature, generalization and systematization of pedagogical experience) and empirical methods (observation, designing, modeling) were used in the research. The result of the research are the materials that may be used for developing practice-oriented tasks consisting in a lesson organized in the format of project activities.

Keywords: practice-oriented tasks, professional competences, philology students, pedagogical university, WorldSkills standards, project activities.

1 Introduction

The use of practice-oriented tasks has been recognized as a fundamental principle of education, by means of which the basic requirement to a modern graduate, i.e. the readiness to apply the received knowledge and skills in professional activities, is met. The high potential of such tasks for building strong professional theoretical knowledge and practical skills of future specialists, as well as to develop creative abilities through the search for non-standard solutions in a professionally significant situation of communication, is apparent.

Designing a lesson in the format of project (research) activities of students as a practice-oriented task stands out among other methods to strengthen professional competence of future language and literature teachers, because it offers vast educational and development opportunities due to integration of various educational technologies (Kashkareva et al., 2018).

Training philology students to develop practice-oriented tasks of this kind with a focus on the lesson's specific components as per the scenario and particular aspects of pedagogical communication in a real-life lesson is relevant for finding efficient ways for strengthening professional competences of future language and literature teachers (here we mean the PC-1 competence (ability to interact successfully in various situations of pedagogical communication) that should be developed with reliance on professional standards governing professional activities of graduates (Federal State Standard of Higher Education, 2015).

2 Literature Review

The specific features pertaining to the development of practice-oriented tasks as a type of learning assignment in a pedagogical university are examined by researchers in their pursuit of efficient ways to strengthen the professional competences of students.

The scientific literature describes in sufficient detail the results of research on various aspects of the practice-oriented approach

to the professional development of students in a pedagogical university. Contemporary authors deal with the general issues related to revealing the features inherent in the practice-oriented approach to learning and developing the models for its implementation within an innovative pedagogical university (Shukshina et al., 2015; Shukshina et al., 2016a, 2016b; Shukshina et al., 2017; Kudashkina et al., 2018; Zhukova et al., 2019a, 2019b; Buyanova et al., 2019; Kashkareva et al., 2020), along with the more particular issues in an attempt to find ways for improving the profession-oriented practice as a type of educational activity (Shukshina et al., 2018; Parshina et al., 2019; Bakulin et al., 2019), to assess the level of practice-oriented competencies of a student of pedagogical university (Vardanyan et al., 2018).

Good results were yielded by researchers in identifying the potential of different practice-oriented learning assignments for further improvement of didactic training of future teachers (Kolova & Vrublevsky, 2016; Eremkina & Tukaeva, 2016; Shukshina, 2016; Kadakin et al., 2017; Kevbrina & Malyavina, 2017; Belova et al., 2019).

In examining the features peculiar to practice-oriented tasks, the authors pay great attention to organizing project and research activities as a variety of learning assignments of this type, which holds a huge potential for the development of both subject and meta-subject competencies of students (Belova & Kiryanova, 2017; Kashkareva et al., 2018).

Of particular interest in terms of embracing the potential of learning assignments of this type for fostering and assessing professional competencies of pedagogical university students are the findings of authors who explore the usefulness of WorldSkills standards for improving higher education (Chikunova, 2016, 2020; Smolina, 2017; Shkabura & Lysikova, 2017), as well as the intricacies of designing and applying practice-oriented tasks with a focus on the competence "Primary and Secondary School Teacher" in line with international standards for the professional training of students at higher education institutions (Shukshina & Kasko, 2018; Zhukova et al., 2019a, 2019b).

3. Research Methodological Framework

In order to achieve the main goal of the research, which is to identify the specifics of the most effective combination of components in a practice-oriented task for philology students consisting in organizing a lesson in the format of project (research) activities based on the WorldSkills requirements, a range of methods was used. The method were selected with account of the research objectives, such as finding the most effective ways to strengthen the professional competence of philology students of pedagogical university based on the WorldSkills Russia requirements and revealing the potential of project activities for effective preparation of students for their future profession.

When developing the conceptual framework of the research, methods of analysis of scientific and methodical literature, generalization, systematization of material on the problem of developing practice-oriented tasks as a way to strengthen the professional competencies of future language and literature teachers were used. In order to identify and address difficulties related to the development of practice-oriented tasks, the methods of observation and criterion evaluation were used in the course of expert evaluation of demonstration lessons in the format of project (research) activities at the Second WorldSkills Russia Qualifying Championship "Young Professionals 2019" among universities, held from 19th to 23rd of June, 2019 on the premises of the Mordovian State Pedagogical University named after M. E. Evseviev. Design and modeling were used for structuring the practical stage of research seeking to identify the

most effective combination of components in the scenario of a lesson involving project activities with prediction of its communicative aspects in real-life situations of pedagogical communication.

4 Results and Discussion

During exploration of intricacies associated with developing practice-oriented tasks to strengthen the professional competence of philology students of Mordovian State Pedagogical University named after M. E. Evseiev, the experience of participation in the Second Qualifying Championship Worldskills Russia "Young Professionals 2019" among universities on the competence "Primary and Secondary School Teacher" was used. Observation of demonstration lessons in the format of project (research) activities for schoolchildren, expert evaluation of the contest participants in terms of the above competence, consulting in the capacity of a compatriot allowed to formulate the main guidelines for the development of a lesson in the format of project (research) activities.

The purpose and objectives of a lesson in the format of project (research) activities that are generally aimed at creation of the environment conducive to the effective project activities of students, have predetermined certain requirements for the specific aspects of its planning and realization while taking due account of communicative aspects of a real-life lesson already at the stage of its modeling as reflected in the lesson summary or scenario.

The mandatory components to be included in the scenario of a lesson in the format of project (research) activities are as follows: topic, purpose and objectives, consistency between the planned outcomes and the objectives, activity planning, experimental hypothesis (modeling intention), project or research description, time planning, consistency between the activity plan and the nature of activities, the forms of student activities, special equipment and materials, methods to assess the activity outcomes, level of complexity of an experiment (of research tasks), work in groups (in pairs), tools for the motivation of students, experiment design (activity models), content of tasks, use of ICT tools, differentiation of students' activities, presentation of the outcomes, analysis of the outcomes, presentation of a formal form to record the outcomes, formal tools for making a lesson scenario.

We would like to turn to the communicative aspects of different components vital for organizing project (research) activities, as envisaged and reflected in the scenario for that type of learning assignment.

The *topic* component should imply a possibility of predicting the gradation in communicative aspects of this component presentation in the classroom: the topic may be declared by a teacher, or formulated by a teacher after discussion of the problematic issue with students, or formulated together with students as a result of pondering over (analyzing) the declared problem. Obviously, the last way to present the lesson topic will be the most effective.

The *purpose and objectives* component should imply a possibility of predicting the course of discussion of the problem (question, situation, paradox): the problematic situation is created without indication of the purpose and objectives of a lesson - the problematic situation is created with the purpose and objectives defined by a teacher - the problematic situation is created with the purpose and objectives of a lesson formulated by a teacher jointly with students.

It is most reasonable to have the *activity planning* component that implies a possibility of predicting strategic learning activities: the activity plan is announced by a teacher - the activity plan is created by a teacher together with students - or the activity plan is created by students on their own

The *experimental hypothesis* component (modeling intention) should imply the possibility of hypothesis formulation in the

real-life lesson either together with a teacher or by students on their own (when a situation is created requiring to formulate one or more hypotheses (intentions)).

The next component is the *project or research description* and the main criterion for its implementation is that the description of project (research) activities should reveal the hypothesis (intention). This component of a lesson summary is implemented during a real-life lesson through organization of students' work with an experimental hypothesis (modeling intention) from formulation of a hypothesis (intention) through acceptance (non-acceptance) or refinement of the hypothesis (intention) to the work with several hypotheses (intentions). When implementing this component, it is essential to carefully think it through and ensure a high degree of *students' independence*: from experimenting (modeling) together with a teacher through the independent implementation of certain stages of activity to the full independence of students during the experiment or model implementation.

The consistency between the activity plan and the nature of activities as a component in the scenario is expressed in the detailed reflection of an algorithm of project (research) activities by students. Here, it is important to predict the following: *organization of work with information* (data collection, data collection and processing, or data processing and analysis); *organization of work in groups or in pairs* (formal division into groups, interaction between students in a group (a pair) with a supervisor); *involvement of all students in active project (research) work* (encouraging most students to participate in the active work through the use of special techniques that sustain the interest of students in the undertaken activity and drive student's cognition and emotional engagement).

The *outcome presentation* component involves contemplations on possible ways to report the results: from using a single template suggested by a teacher, or using a template produced in collaborative discussion with students, to presentation of results by students on their own. In addition, it is important to predict the possible ways for arranging presentation, discussion and analysis of project (research) outcomes from presentation of outcomes without discussion, or organization of discussion of outcomes by a teacher to the independent discussion and mandatory analysis of outcomes by students.

Implementation of the components of a lesson in the format of project (research) activities also suggests necessary premeditation over a constructive form of verbal interaction between a teacher and students, with such interaction based on an individual approach to students and encouraging students to reflect on new ways of action and consolidate the obtained results.

Comprehension of the key features of a practice-oriented task intended to teach philology students how to develop a lesson in the format of project (research) activities resulted in creation of materials that can be used by students for developing project tasks of an integrated nature and methodological framework of a lesson.

We would like to present the methodological framework of a lesson in the format of project activities on the topic "My Formula for Self-Determination in Life", which scenario was developed based on the provided recommendations and with the predicted communicative aspects of a real-life lesson with students of 11th grade.

The *purpose* is to create necessary conditions for organizing project activities of students that would stimulate their independent thinking over the choice of life path through interpretation of the concept "self-determination" and responding to a challenge of creating their own formula for self-determination in life.

Objectives of the project activities:

- Develop cognitive skills for independent interpretation of the concept "self-determination" with account of the specific levels in its structure: actual, communicative, common to all native speakers and the level of individual understanding;
- Develop the skill of independent thinking and judgment;
- Develop the skill of solving the problem of self-determination based on the analysis of known circumstances and available information;
- Develop the skill of producing alternative opinions;
- Develop the ability to model the end product of project activity;
- Develop the communicative ability to make informed decisions: to reflect own speech actions in a concise verbal formula expressing the concept "My Formula for Self-Determination in Life" with a clear identification of the formula components;
- Learn how to defend one's point of view;
- Learn how to express one's own individuality;
- Learn how to develop self-control, self-improvement and self-assessment skills;
- Gain social experience by living through situations from real life;
- Show more independence in choosing own path toward self-determination.

Among the most effective *forms of activities* the following were distinguished: project activity, a quest, modeling and presentation of the formula for self-determination in life.

The most useful *technologies*: interactive, critical thinking technology, game, integrative.

Interdisciplinary connections with the following academic disciplines were engaged: Russian language, literature, history, social science, political science, economics, biology.

Among the *planned outcomes*, the following were identified as *personal ones*:

- Developing a conscious attitude to the process of self-determination, and a respecting attitude to the professional activities;
- Developing a positive attitude to the success of famous people;
- Developing the ability to make a choice as a way of self-determination in difficult situations and take responsibility for the choice made;
- Developing the ability to find in history, literature and other fields of scientific knowledge the valid information and grounds for making a choice;
- Developing creative abilities while producing the project's end product, which is a formula for self-determination in life.

The following outcomes were identified as the *metaproject ones*:

- Developing the abilities to process, systematize and present information in different ways;
- Developing the skills to analyze the modeled situations;
- Developing the skills to choose alternative solutions in modeled non-standard situations;
- Developing the skills of dialectic, flexible and systematic thinking in the decisions made based on the analysis of the modeled situations;
- Developing skills of modeling the end product of project activity;
- Developing the communicative skills of speech and text production, and the ability to produce reasoned statements in the format of own formula, and to carry out effective verbal interaction with the quest participants;
- Developing the skills of self-control, self-assessment and self-correction.

The planned *subject outcomes* included the following:

- Developing the skills of philological interpretation of the concept based on the analysis of its structural levels;

- Developing the skill of philological interpretation of the concept using compression for presentation of results in the form of a formula;
- Developing the ability to reflect independent original thinking and individual understanding of the concept "self-determination" in the end product of project activity, i.e. a formula of self-determination in life.

5 Conclusion

The research seeking to explore the intricacies of developing practice-oriented tasks in the format of a lesson with incorporated project activities to strengthen the professional competences of future language and literature teachers resulted in the following conclusions:

1. One of the effective ways to strengthen the professional competence of future language and literature teachers is a practice-oriented task consisting in producing a lesson summary or scenario in the format of project (research) activity.
2. The key to making the scenario of a lesson in the format of project (research) activity effective is that it should be developed based on the Worldskills requirements for the competence "Primary and Secondary School Teacher".
3. When developing the scenario of a lesson in the format of project (research) activity, it is necessary to capture the communicative aspects of its components in a real-life situation that should be predicted already at the stage of planning specific learning interactions.
4. Development of the methodological framework for a lesson in the format of project (research) activity should always include thinking over its purpose and objectives, specific forms and technologies for activity organization, integration capabilities, personal, meta-subject and subject outcomes of the learning process.

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