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RESEARCH SKILLS DEVELOPMENT OF FUTURE FOREIGN LANGUAGE TEACHERS THROUGH PROJECT-BASED LEARNING

Abstract

We hope to believe that this article makes a certain theoretical and practical contribution to the development of research skills of future foreign language teacher. By research skills of future foreign language teachers,we understand a complex and multifaceted concept that had not received the detailed consideration in the existing literature before. We have studied and identified abilities comprising the core of the research skills. The principles of the educational process aimed at the development of research skills of future foreign language teachers on the basement of project-based learning have been highlighted. The steps of future foreign language teachers' research skills development has been constructed using theoretical project-based learning background; essential features of project-based learning assessment have been suggested and recommendations were provided to show the efficiency of the research skills development on the basis of project-based learning .

Key words: research skills, future teachers of foreign language, project-based learning, professional activity, criteria of project-based learning assessment

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ЖОБА ТЕХНОЛОГИЯСЫ ҮШІН ШЕТЕЛ ТІЛІНІҢ БОЛАШАҚ ҰСТАЗДАРЫНЫҢ ЗЕРТТЕУШІЛІК ҚҰЗЫРЕТІН ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақалада болашақ шетел тілі мұғалімдерінің зерттеу құзыреттілігін қалыптастырудың теориялық және практикалық аспектілері қарастырылған. Болашақ шетел тілі мұғалімдерінің зерттеу құзыреттілігі - қазіргі әдебиетте тиісті егжей-тегжейлі талдау алмаған күрделі көпқырлы тұжырымдама. Мақалада зерттеу құзыреттілігінің негізінде жатқан қабілеттер туралы айтылады. Жоба технологиясы негізінде болашақ шет тілі мұғалімдерінің зерттеу құзыреттілігін қалыптастырудың негізгі принциптері қарастырылып, жоба қызметін бағалау критерийлері, сонымен қатар зерттеу құзыреттілігін қалыптастыруда жобалау технологиясын қолдану бойынша ұсыныстар ұсынылды.

Түйін сөздер: зерттеу құзіреттілігі, болашақ шет тілі мұғалімдері, кәсіби қызмет, жоба қызметін бағалау критерийлері

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ФОРМИРОВАНИЕ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА НА ОСНОВЕ ПРОЕКТНОЙ ТЕХНОЛОГИИ

Аннотация

В данной статье рассматривается теоретические и практические аспекты формирования исследовательской компетенции будущих учителей иностранного языка. Исследовательская компетенция будущих учителей иностранного языка – комплексный многогранный концепт, который не получил должного детального анализа в современной литературе. В статье говорится о способностях, составляющих ядро исследовательской компетенции. Рассмотрены базовые принципы формирования исследовательской компетенции будущих учителей иностранного языка на основе проектной технологии, предложены критерии оценки проектной деятельности, а также рекомендации по использованию проектной технологии в формировании исследовательской компетенции будущих учителей иностранного языка

Ключевые слова: исследовательская компетенция, будущие учителя иностранного языка, профессиональная деятельность, критерии оценки проектной деятельности

Introduction. The analysis of the works confirms that the research skills are the main components of the professional activity, which must be formed and developed for the new format foreign language teachers. We think that research skills can be successfully developed through project-based learning. As the main advantages of using project-based learning in the process of research skill development, the following ones can be named: the possibility to be acquainted with the way of scientific community. The possibility to remove the time and space limitations, allows providing research at different rates and levels, without interruptions, time pressure and social anxiety with immediate feedback and error analysis.

The concept of a ‘project’ is not a new one. There is a deep-rooted tradition of doing projects in educational institutions. However, doing a project is not the same thing as practicing project-based learning. The analysis shows that traditional projects are considered as a range of short-term tasks that are often teacher-led, not relevant to students’ lives and do not resemble the work done in the real world. In traditional projects, both students and teachersare focused on the product. The teacher conducts the lectures, including planning, researching, and presenting all information to the students. Then, students complete the activities that are improved by the teacher, who is considered as a source of knowledge, and finally, students present their projects to the class, mainly to the teacher. While in project-basedlearning, students are engaged with the inquiry process from the very starting point, which drives the learning by thought-provoking questions.

Methods. Consequently, the primary purpose of project-based learning is to create an environment where future teachers of foreign languages working in groups or teams are engaged with the research process, in which they are supported to develop problem-solving skills, critical thinking, tackling the challenges, and identifying their own needs of inquiry to design an ultimate outcome. Throughout the whole learning process, they explore what they know, what they need to learn, what they require to apply, realize, share, and finally perform for others. The emphasis is placed upon the whole process from the trigger to the final product, in which learners are facilitated to work collaboratively in groups to pursue the achievement. As mentioned previously, compared to traditional approaches, where the teacher is believed as the only source of knowledge, project-based

learning is a way of learning where both students and teachers discover more and new things about themselves and the world around them. This brings motivation and satisfaction to the learning process and creates an environment where learners explore, interact, and connect the real world with their own in the target language. The interdisciplinary nature of project works paves the way for students to actively use language in the actual community and develop an awareness of the cultural dimensions.

Research result . The project is launched with the driving questions that engage and hook students into deep learning. «A good driving question should eliminate the all-too-common student question» by making the learning more purposeful [1]. J. McKenzie defines questions as the most powerful tool that leads to insight and understanding of a confusing world [2]. Since the projects are focused on the real-world issues, student participation in selecting the question to discuss and the product to design is particularly important [3]. The collective brainstorm helps students develop a sense of responsibility, purpose and a group dynamic. Student groups are formed, the project's major product and individual learning objectives are defined to lay the groundwork for project tasks. The forming of the student team is another judgment call for a PBL teacher. J. Larmerproposes three approaches to forming the teams: the teacher decides, the teacher decides with student input, and the teacher manages the process for students to decide [4, p.112].

Having the goal and the learning objectives in mind, the teacher assigns the students their roles and, together with students, determine initial research needs and ways so that they feel more responsible and motivated for their work. Students receive a rubric of team duties and responsibilities; each member of the team must have a specific role. Apart from assigned roles, which depend on the project, such as an organizer, writer, designer, or a presenter, as a primary to their responsibilities, each member is a *researcher*. Moreover, it should be noted that team rubrics are different from project rubrics. Team rubrics address to the duties and expectations of each team member whereas project rubrics state for the learning expectations for a project. Rubrics with defined expectations are provided to students before they start working so that they can meet those expectations throughout the process [5, 33-34].

Benchmarks are known as the strategy of mapping the project backward and dividing it up into steps and manageable pieces and checkpoints for feedback [6]. At this stage, each team presents their project proposal to the whole class; their classmates make comments, give feedback and ask questions. In order to accept and show tolerance towards the peer's comments and feedback, which might be negative as well, the teacher builds a culture of feedback and constructive criticism.«Formalizing a process for critique and revision during a project makes learning meaningful because it emphasizes that creating high-quality products and performances is an important purpose of the endeavour. Students need to learn that most people's first attempts do not result in high quality and that revision is a frequent feature of real-world work»[7, pp. 3-4]. Moreover, a benchmark might be a test, quiz or sub-tasks to check if the students are achieving learning objectives; however, they do not refer to the final assessment of the product. A benchmark also includes reflection and a completion point to fulfil the gaps before they move to the next stages.

This stage is the core of the project. Students may often go back and forth between this stage and the previous one to discuss feedback and recommendations to include. Students learn how to undertake research by conducting experiments, online questionnaires or interviews; they filter and collect information by interviewing the informants or even invite or visit the content experts to benefit their experience on the issue. Another important activity in this stage is to brainstorm the ideas for the final product, which can be a website, brochure, video, article, performance, an exhibition for parents.

Students present their draft versions of their research or product with initial information demonstrating the appropriateness of their idea. Again, students get feedback from the teacher and their peers, share any relevant information related to the final product. They follow the checkpoints

that every student or group member needs to accomplish. «Benchmarks are one of the key mechanisms for providing structure in PBL» and are needed as many as students need scaffolding. They track students and keep teachers in touch with their learners [6, 83].

Preparing a product to present is the big finish and busy time for the project. Students polish up their products and make it be performed in public. However, this stage can be make-or-break time, students' work might seem well prepared until teacher realizes the project does not comply with the high-quality product or does not meet the learning expectations and objectives, thereby by managing this stage well will avoid disaster [4, 125].

The variety of ways to present the work depends on the nature of the project. The project presentation can be tied and aligned to another public or school event, so that students could invite and perform to a real audience and bring real value, authenticity, and impact on students' work. A public event or exhibition is a great way to help the community, parents, and school administration to understand and build the PBL culture [8, 173-178].

After the big finish, it is important to involve students in the reflection and consolidation process. Students discuss the challenges and ups and downs, evaluate their performances, and make a final assessment of how well they completed the task and collaborated with each other. Students identify what they have learned and what they need to improve. The wrap-up stage of the project process is a celebration of the students' achievements.

Discussion. This framework describes the teacher and students' roles at different stages of the process and emphasizes the significance of the future language teachers need for each intervention step. In addition to instructional and organizational aspects, the methodologists put emphasis on the performance assessment, and supports that the evaluation and assessment of the product can be done by teachers, peers and oneself [6]. It is worthwhile to highlight what causes to weak PBL project. The studies present certain characteristics of the so-called project that make it poor or not PBL at all. Project-based learning begins with a good driving question, which reminds students why they are undertaking the project. Therefore, if PBL is intended to be structured around a simple question, it will not set the tone of inquiry, which may lead to a non-PBL environment. A project without a good driving question is like an essay without a thesis [7, 2012]. It is a particularly expedient path to the goal, an efficient and rigorous way to prepare students for what lies ahead[6, p.69]. When a project is not used as a tool or a method of instruction aligned to standards but a goal, students will not be able to grapple complexity and engage in active learning.

Having analysed research papers, a significant amount of comparative studies have been carried out to identify whether students perform better with project-based learning or traditional based instructions. The comparative three-year study of R. Geierwas designed to measure whether learner-centred instructions or traditional teacher-led instructions promoted higher performance. The findings demonstrate that the results of the students who experienced the opportunity of project-based learning significantly exceed the students who were given the same content using traditional instructions [9]. K. Chu provided another study. It was notedthat apart from higher results of students who participated in project-based learning, they acquired higher problem solving, digital literacy skills, interpersonal, and communication skills than students who were instructed with traditional teaching [10]. M. Grant in his study, points out that even though the scaffolding strategy in project-based learning is time-consuming and demands additional effort for teachers, the students' feedback and their academic outcomes were worth devoting time and energy [11].

Conclusion. These empirical studies demonstrate the increased academic achievement, the development of the research skills, namely problem-solving, critical thinking, interpersonal, and communicative skills, as well as the students' active engagement in the learning process when project-based learning is applied. This analysis witnesses the demand for changes from traditional instructions to deep reflective learning through investigation, inquiry and exploration. Thus, contemporary education and the demands in today's society acknowledge the necessity of a learner-centred and participatory educational approach, which can lead to the shift from content-based to

competency-based and from traditional to contemporary approaches. Project-based learning comparatively to traditional learning and traditional projects engages students with the inquiry process from the very starting point, which drives the learning by thought-provoking questions throughout the learning process.Thus, with student learning goals in mind gold standard PBL embodies following essential features:*challenging problem or question*- relates to a good driving question based on the real-life challenge.While doing a project, learners need to brainstorm certain open-ended intriguing questions, which will direct them to identify what should be included and excluded that will help them to frame their exploration. In other words, they will gain knowledge not to remember but to use it. Educational research identifies challenges as an important factor in achieving ultimate learning outcomes. However, the level of challenge should not be too difficult nor too easy – but just right and to determine the level of the challenge rests within the teacher. The more challenging projects are not necessarily, the more successful [4].

Sustained inquiry is a consequence of challenging problems or questions used to launch an ongoing process of asking questions, problem-solving, and applying new knowledge by interviewing experts, doing fieldwork, or conducting an experiment. As students answer their initial questions, the new question arises, thereby becoming a chain or a spiral of deep learning. Even though, the word *inquiry* evokes a debate among educators. Many progressive educators advocate *inquiry* and view it as the heart of all meaningful learning. Moreover, it is strongly believed that well-designed and carefully planned projects develop student inquiry that will guide to learning goals.

Authenticity refers to making learning experience through *real-world* issues. The *context* of the project matches what happens in the actual world. The *task* students complete in the project match what people do in the real world. It can have an authentic *impact* on real world by proposing doable work or changes, and finally, a project can carry *personal* authenticity, which reflects and engages students' personal concerns, issues from their lives, values, language and cultural aspects of student's community. The projects containing the aforementioned multiple forms of authenticity are «more powerful and productive than projects with less authenticity[12, 41].

Student voice and choice is a key feature, which makes the project more meaningful. Due to this feature, project-based learning as a learner-centred approach emphasizes the student's significant voice in choosing the content area and project topic [13]. Thus, PBL focuses on students' understanding of what they are doing, its importance, and the way of its evaluation. As a result, this learner-centred element contributes to learner's level of intrinsic motivation and active involvement, which are essential for the meaningful project-based learning process. It is important to note that the amount of voice and choice teacher gives his/her students depends on students' readiness to handle and teacher' abilities to scaffold and coach. Therefore, the more choice is given, the better it is for students to make logical choices in the future.

Reflection is another key part of an active project. When reflection is implemented in one's own thinking, then it refers to metacognition [14]. Thereby, reflection is divided into two sides: 'cast outward', which prompts students to improve thoughtfully throughout the learning process and behave appropriately, and 'cast inward' develops an awareness of learning and problem-solving strategies that encourage students to alter these strategies appropriately.

Critique and revision are also emphasized as important components that should be involved throughout the development process of the product or solution to the driving question. The feedback received from the teacher and their peers or other experts should motivate students to revise and improve their product and pursue their in-depth inquiry. Building the process for critique and revision throughout the project prompts meaningful learning as it includes many efforts for it. Students learn that not everything can be perfect within a first trial; thereby, revision is one of the features that make the project real and meaningful [4].

Public product is a final component in which students need to present their solutions or answers to the driving questions to numerous audiences beyond the classroom or even school,

which may include content experts or the global research community presented via live presentations, printed documents or social networks. Presenting their work publicly helps students motivate them to create high-quality products. It is believed that when students are presenting to the real audience they tend to care more about its quality. The sense of evaluation and interest make them become more aware of their product and learning process in which students develop 21st-century research skills as well as linguistic and cultural competencies.

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BASIC PRINCIPLES OF VOCABULARY WORK

Abstract

Vocabulary work covers the acquisition of new words and their meanings by schoolchildren in an accessible form. It complains the main stage of familiarization with the emotional and expressive coloring of the words and with the sphere of their use. It gives assimilation to the polysemy, the figurative meanings, synonyms, antonyms and paronyms concepts. Activation of the vocabulary in the class gives to students a capacity to use newly learned words in their own utterances that help them include these words in their constantly used vocabulary list. Vocabulary work also used in clearing the dictionary, in other words, to eliminate dialectal, vernacular and vulgar words from the active vocabulary of students. The correct and well-thought-out use of the students' native language has great importance for the successful teaching of the Russian language to non-Russian children.

Keywords: vocabulary, skills, skills, words, attention