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## THE IMPACT OF PROJECT METHOD ON SCHOOL STUDENTS' MOTIVATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

### *Abstract*

This article examines the features of project method in teaching English to school students. Project work increases motivation for learning English. The experience of project activity and how it helps students to develop communication activities and their motivation are described. It is a well-known fact that teaching a foreign language requires a personality-oriented approach to a greater extent in comparison to any other academic subject. It is all due to individual nature of student's speech and the way they perceive the speech of others. In this regard, the project method contributes the most to the activation of all spheres of the student's personality, his intellectual and emotional spheres, the sphere of practical activity. Working on a project allows school students to act as authors, thus enhancing their creativity and motivation.

**Keywords:** foreign language teaching, project method, personality-based approach, communicative competence, creative project, critical thinking, motivation.

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## ВЛИЯНИЕ ПРОЕКТНОГО МЕТОДА НА МОТИВАЦИЮ ШКОЛЬНИКОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

### *Аннотация*

В данной статье рассматриваются особенности проектного метода в обучении английскому языку школьников. Проектная работа повышает мотивацию к изучению английского языка. Описан опыт проектной деятельности и то, как она помогает студентам развивать коммуникативную деятельность и их мотивацию. Общеизвестно, что преподавание иностранного языка требует лично-ориентированного подхода в большей степени по сравнению с любым другим учебным предметом. Все это связано с индивидуальным характером речи студента и тем, как он воспринимает речь других. В связи с этим проектный метод в наибольшей степени способствует активизации всех сфер личности студента, его интеллектуальных и эмоциональных сфер, сферы практической деятельности. Работа над проектом позволяет школьникам выступать в роли авторов, тем самым повышая их творческий потенциал и мотивации.

**Ключевые слова:** обучение иностранному языку, проектный метод, лично-ориентированный подход, коммуникативная компетентность, творческий проект, критическое мышление, мотивация.

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## ОҚУШЫЛАРДЫҢ МОТИВАЦИЯСЫНА ЖОБАЛАУ ӘДІСІНІҢ АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ОҚЫТУДАҒЫ ӘСЕРІ

*Андатпа*

Бұл мақалада мектеп оқушыларына ағылшын тілін оқытудағы жобалық әдістің ерекшеліктері қарастырылады. Жобалық жұмыс ағылшын тілін үйренуге деген ынтаны арттырады. Жобалық іс-әрекеттің тәжірибесі және студенттерге коммуникативті іс-әрекеттің және олардың мотивациясын дамытуға қалай көмектесетіні сипатталған. Шет тілін оқыту, кез-келген басқа оқу пәндерімен салыстырғанда, жеке тұлғаға бағытталған көзқарасты қажет ететіні белгілі. Мұның барлығы студенттің сөйлеуінің жеке сипатына және басқалардың сөйлеуін қалай қабылдайтынына байланысты. Осыған байланысты жобалау әдісі студент тұлғасының жан –жақты дамуына, оның зияткерлік, эмоционалды, практикалық және қызмет салаларын жандандыруға ықпал етеді. Жоба бойынша жұмыс студенттерге автор ретінде әрекет етуге мүмкіндік береді, сонымен қатар олардың шығармашылық әлеуеті мен мотивацияларын арттырады.

**Түйін сөз:** шет тілін оқыту, жобалау әдісі, тұлғаға бағытталған тәсіл, коммуникативтік құзыреттілік, шығармашылық жоба, сыни ойлау, мотивация.

**Introduction.** One of the most essential skills in life is a person's ability to communicate fruitfully with other people. Activating the child's communicative abilities, preparing him for life in society is the main developmental goal of all language school subjects. But when teaching a foreign language, it is not only the goal, but also a method. It is the teacher's task to teach the student to communicate, try to set the maximum number of life situations before him/her and teach them to find optimal solutions to these problematic situations.

Motivation of students is one of the most important factors in teaching any foreign language. Confirmation of this idea and interesting recommendations can be found in the research works on the problem of motivation made by B.M. Teplova, A.N. Leontiev, V.P. Kuzovleva, E.I. Passov and many others. A while ago the only motive for learning a foreign language for many students was getting a good grade. But life has changed and the attitude towards the subject has changed as well. The need for independent discovery of the world became clear, the beauty of traveling, as well as the expediency of conducting joint international business and using the Internet have shaped the new importance in learning foreign languages and, most of all, in learning English [1, p.894].

Knowledge of a foreign language is becoming a mandatory component of professional activity and it also provides a more complete and interesting leisure activities of any person. There are many cases when a foreign language has helped a person not to miss the opportunities that fate had given him. Stephen Clyde noted that “the knowledge of a foreign language doubles and triples one’s knowledge for creative self-realization and enjoyment of the fullness of life in travel, communication and work”. Hence, we have more prominent attention to language teaching in school, both on the part of students and on the part of their parents. This leads to the increased responsibility of the teacher for the level of knowledge that is given during class hours. But what is an indisputable incentive for an adult to learn a foreign language does not always work for a child. That is why we should put more attention to develop a proper motivation of school students.

**Method.** The motives for the possible application of knowledge in the future are not strong enough in dealing with everyday learning difficulties. When students start studying a foreign

language, no teacher can complain about their lack of interest in the subject. But already in the second year of study, interest weakens significantly. Hence the problem of the importance of improving motivation on every lesson and every stage of the learning foreign languages. Psychologists rightly argue that the transfer of knowledge from teacher to student, bypassing the student's own activity in mastering knowledge, is not possible here. The dominant motives of the educational activity of students should be the motives of cognition of the world around them. At the same time, it is important that students master the actions and methods of this cognition, so that the motives of their self-realization as a person stand in the first place. Therefore, it is necessary to talk about motivation as a result of a person's internal needs, his interests and emotions, goals and objectives, the presence of motives aimed at enhancing his activities. Recognizing the leading role of motivation in teaching English, the teacher needs to understand the ways and techniques of its formation in the school environment. When considering the problem of motivation and looking for ways to form it, it is not permissible to simplify its understanding. The formation of motivation is not just the teacher's transfer of ready-made, externally set motives and goals of learning to the students' heads. The formation of motives is, first of all, the creation of conditions for the manifestation of internal impulses for learning, their awareness by the students themselves and the further self-development of the motivational sphere[2, p.12-13].

Based on the recognition of the leading role of the motivation in the learning process, it can be concluded that it is necessary to be present not only at the beginning of the lesson, but also to create a system of motives for each of its separate stages. There are three main motivational blocks of the lesson:

1. At the beginning of the lesson, the main motive or motivational composition is used, with which the goals of the lesson are logically connected.

2. At the end - a motivational bridge to the next lesson. This is an operational and forward-looking motivation.

3. A block of motivational support operates throughout the entire lesson. The motive should become the fulcrum on which the entire meaningful lesson is built[3, p.96].

One of the most effective teaching and motivational technique is to immerse students in a real problematic situation and give them the opportunity to independently get out of it with their own abilities. A large motivating boost can be achieved by the alternation of various types of interesting activities, a variety of lessons. In his/her practice, the teacher can use various forms of activity in the English lesson. In recent years, the "Project method" has become more and more widespread in teaching practice, including teaching foreign languages. The project method assumes a certain set of educational and cognitive techniques that allow you to solve a particular problem as a result of independent actions of students with the obligatory presentation of these results. If we talk about the project method as a pedagogical technology, then this technology presupposes a combination of research and problem solving methods that are creative in their very essence. The popularity of the project method is due to its didactic nature. It allows to develop the creative capabilities of students, the ability to independently design their knowledge and apply them to solve cognitive and practical problems, navigate the information space, analyze the information received. It all due to the necessity to use the totality of all the intellectual skills and abilities of students at moments of cognitive, experimental or applied, creative activity. The main goal of teaching foreign languages is the formation of communicative competence, which provides not only practical knowledge of a foreign language, but also the ability to work with information: printed, heard in different media, i.e. possession of the skills of critical and creative thinking. Consequently, we are talking about a certain organization of the content of education and cognitive activity of students, which would facilitate and accelerate the acquisition of knowledge by students, intensify the process of their assimilation, taught them the techniques of independent work with educational material and information, and contributed to the formation of information and communicative competencies of this students. To realize the goals of the modern education system, world pedagogy has made bi

steps towards a focus on a personality-oriented approach. Along with such methods as cooperative teaching, discussions, role-playing games of a problematic orientation, the Project method reflects the basic principles of a personality-oriented approach based on the principles of the humanistic direction in psychology and pedagogy. By its very nature, the project method presupposes the need to differentiate learning, focus on the student's personality, his/her needs and capabilities. Moreover, it is based on the principles of cooperation and the inclusion of students in active activities. The use of the project method in teaching a foreign language allows students to use a foreign language as a means of cognition, a way of expressing their own thoughts, perception and comprehension of the thoughts of other people. This is the most effective way to switch students' attention from the form of expression to the content itself and to engage in the knowledge of the world around them by means of a foreign language[4, p.177-178].

**Results.**The project method is a comprehensive teaching method that allows teacher to individualize the educational process, it enables the students to show independence in planning, organizing and monitoring their activities. The project method allows students to show independence in choosing a topic, sources of information, the way it is presented. The project method allows individual work on a topic that arouses the greatest interest in each project participant, which undoubtedly entails an increased motivation of students. Students choose the object of research by themselves and also make some other important decisions: whether to limit themselves to a textbook in English (simply by completing another exercise), or to read other textbooks provided by the school curriculum or find extra information in the Internet. Usually, children often turn to additional sources of information (special literature, encyclopedias), they analyze, compare and search for the most important and entertaining data they can find.

The initial stage of work on the project, the introduction and discussion of the topic is offered in a regular lesson, in parallel, the basic vocabulary and grammar are given, children should also master simple sentences. Practical work on the project begins at the stage of "Consolidating the material" and "Repetition" and becomes a harmonious part of a learning process. One of the main features of project activities is the orientation towards achieving a specific practical goal - a visual presentation of the result, be it a drawing, essay, chart or a presentation. In teaching English, the project method provides students with the opportunity to use the language in real-life situations, which undoubtedly contributes to better assimilation and consolidation of knowledge of a foreign language. A project is an opportunity for students to express their own ideas in a convenient, creatively thought-out form. The application of the project method in English classes showed that students achieve good results in learning a foreign language, have a practical opportunity to apply skills, and understand the need for interdisciplinary connections.

The project method has several advantages over traditional teaching methods. The main advantages are:

- increasing the motivation of students in learning English;
- visual integration of knowledge in various subjects of the school curriculum;
- creating a space for creative and constructive activities[5, p.88].

At the same time, the project method can and should be used at different levels and stages of learning. Of course, the effectiveness of using this method largely depends on its detailed, technological elaboration for a certain stage of training, the study of a whole complex of tasks related to the specifics of the subject area, the level of training, and the standard of education in foreign languages. The most relevant pedagogical technology capable of ensuring the solution of the tasks set before modern education is the project method.

Having appeared at the beginning of the last century to solve educational problems that were relevant for that time, the project method has not lost its relevance today. The project method has a certain didactic interest from the point of view of the problem of adapting the schools to modern economic realities, from the point of view of its practicality in real life situations. From the point of view of psychology, mastery of speech activity occurs only when the need for speech

communication is embodied in the subject of this activity –a “thought”. Therefore, we need situations that would be based on the exchange of thoughts, therefore, the language would become a means of forming and formulating these thoughts. Priority should be given to such methods, teaching techniques that could provide a sufficient amount of oral practice to each student of the group in the classroom, and which could provide communication of students based on the exchange of views, thoughts about a particular problem situation at the stage of creative application of speech material[6, p.280].

The project method, due to its didactic nature, allows solving these problems. It is based on the idea of the orientation of educational and cognitive activity on the result, which is achieved through the solution of one or another practically or theoretically significant problem for the student. An analysis of the main methodological and theoretical approaches to the study of possible ways of using the project method as an effective means of forming communicative competence showed that the project method in the process of learning a foreign language allows students to integrate various types of foreign language speech communication to solve certain information, research on problematic tasks[7, p.164].

Project activity puts the student in a situation of real use of the language, makes it possible to shift the emphasis from the linguistic component to the substantive one and focus their attention not on the language, but on the problem, contributing to the awareness of the goals and possibilities of learning a foreign language, including the process of mastering a foreign language into productive creative activity. At the same time, the educational process is built not from the point of view of the priorities of the educational material, but from the point of view of the development of the student's personality, based on his interests, abilities, opportunities.

**Discussion.** In the process of the work on the project, language mistakes are inevitable: after all, students find some of the additional information in non-English sources. Therefore, the work on repetition and generalization of the necessary grammatical material should precede the development of projects, and it is more expedient to develop the projects themselves at the final stage of work on the topic, when conditions have already been created for free improvisation in work with linguistic and speech material[8, p.252].

This method of organizing group work has a number of advantages and brings positive results: work on a project arouses great interest of students, diversifies the lesson, develops the ability to communicate, and strengthens interpersonal relationships. Moreover, conditions are provided for the development of all speech skills, since students are placed in situations when they are forced to use a foreign language both as a means of extracting information and as a means of communication.

**Conclusion.** This way of organizing educational work undoubtedly contributes to the growth of motivation to learn the language, and, therefore, helps to achieve the learning goals that were put forward by the modern education.

Learning through doing - leads to mastering the art of communication. The integration of knowledge through the creativity of students in the process of project activities allows you to successfully maintain motivation, interest in the language. The motivation lies in the project itself. Practice shows that project activity is a great incentive in work; it is an actively operating methodology leading to successful mastering of English. Its advantages have been known for a long time and are widely used in the methods of teaching a foreign language. The positive aspects of this type of work should be noted, and they are:

- to increase the overall motivation of students;
- it has a significant educational value;
- to increase the importance of the English language as a means of communication in educational, economic, business and professional spheres of life.

The project method is just one of the components of educational activities, which could be effectively used at various stages of teaching English. It complements any other methods in the

context of variability in teaching a foreign language and allows to optimize the process of teaching foreign languages. Analysis of theoretical data and practical developments in this area, on which the conclusion is made about the effectiveness of the project method for the formation of sustainable motivation, as well as the formation of critical thinking skills and the ability to work with information, allows us to conclude that this method has a great value when applied to English classes to improve motivation of school children.

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