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## **ORGANIZATION AND EFFECTIVENESS OF PROJECT MODELLING IN THE LANGUAGE CLASSROOM**

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**Abstract.** The article under research deals with the organization and effectiveness of the project approach in language teaching process. The article discusses the definitions, key features, methodology, the role of a teacher and a student in the proper organization of the project work, competences to be formed, effectiveness and analysis of the teachers' experiences in the implementation of it in the classroom. The aim of the article under study is to give essence and importance of project work in the language classroom as one of the productive instruments in teaching.

The research questions of studying the organization and effectiveness of the project method were to define the project approach, project-based learning; to identify the teacher's and students' role in the implementation in the classroom; to give its advantages in the development of certain competences and skills; to find out its importance as a class or independent activity in formation of communicative and collaborative abilities.

The research methods include descriptive, comparative, analytical and pragmatic analysis. The research article is designed on the analysis of interview questions of English language teachers from different Kazakhstani universities, colleges and schools on project method based on 10 interview questions aimed to investigate teachers' views on teaching projects, roles of teachers in implementing project technology in their classes.

According to the results of the research on project technology the authors came to conclusion that it is more effective method to develop students' critical thinking, speaking skills, creativity, focuses on practice, to teach into collaboration, to work independently. The scientific and practical importance of the research topic is that project modelling has more advantages in developing students' professional competences, however, teachers must give clear instructions to perform the projects, right assessment rubrics, direct the students to create final applied practical products.

**Keywords:** project-based learning, project modelling, problem approach, educational project, student-centered approach, goal approach, project work, implementation

## Introduction

The term or concept “project” is translated from Latin and means “moving forward, advanced”, but nowadays new meaning is included as “thinking”, “implementation plan”, “goal”, “proposal.” If to analyze the term itself, any works and researches related to the project we can witness that the term or concept is not new in world pedagogy, for the first time it was used in 1905-1911 the US schools with the task of connecting school work to the experience of agricultural products which meant “problem approach”, “goal approach.”

The project method is based on the American philosopher and teacher J. Dewey’s pedagogical concepts used in the school laboratories of Chicago University. One more American educator who was the follower of Dewey’s school W.H. Kilpatrick approved the idea of organizing project works and confirmed that the aim and directions of project works is student-centered, students perform the given task not taking into consideration of school or education system mandates, but it is a kind of student activity which develops free individual thinking of the child. W.H. Kilpatrick defines a project approach as a method of planning systematic activities based on real-life situations [1, p. 72].

Another American teacher E. Collings continued the pedagogical ideas of these two pedagogists, in his turn he revealed the content of different projects which are implemented in educational programmes.

The term “project” was used for the first time in 1908 by the American educator, head of educational department of agricultural schools D. Snedden. He called the project as a set of home tasks given to farmers’ children who were absent at school for unknown reasons [2, p. 12].

According to the conclusions of the American educators and researchers mentioned before, the project work facilitates students work independently and in groups, the teacher gives a specific direction to work, when students work in groups their strengths and weaknesses are revealed, students act according to their own thoughts and consciousness, students come with different levels of education and competences, and at the end they can learn something new from each other, enrich their knowledge, and leave the class with big experience.

The project approach is also used and interested Russian teachers and educators too, and began to be famous in the twenty’s century. However, the development of the project work activity has begun in the same period, educators have different understanding and interpretation of the term. According to Russian teachers, the project method is considered as a problem of formation and development of a person and his readiness for life and work. The following Russian researchers defined, had special researches on project modelling: P.F. Kapterev, P.P. Bolonsky, S.T. Shatsskyi, A.S. Makarenko, V.N. Shulgin, M.V. Krupenin, V.V. Ignatiev. According to their points of view the characteristics of the project approach are art as well as education; to perform it students need abilities and the school should teach children about life and work. According to

the opinion of Russian pedagogues, the characteristics of the project approach are art, as well as education, and the ability to perform it is very necessary,. In Russia, three main principles were considered to be the main ones in the performance of project work. They are: the project should have a political and economic background; availability of educational material and skills formation opportunities in the project; its pedagogical justification [3].

The project approach has been actively developed in a number of countries, including the USA, Great Britain, France, Belgium, Israel, Finland, Germany, Italy, Brazil, Canada, Australia, and New Zealand. However, the project approach was not popular and developed properly in some countries, and later in the 80<sup>th</sup> and 90s it began to be actively used again. According to the researches, there are several reasons that the project work was not used often:

- lack of qualified teachers who can work with the project work;
- lack of definite methodology that properly organizes the project work;
- application of the project method in all fields leads to the limitation of other educational methods;
- lack of specific system or organizing a project method, it was treated differently in different countries;
- stopping individual tests and certificates, setting a common grade for each completed task.

The rapid application and development of the project approach in schools, colleges, higher educational institutions in the Republic of Kazakhstan dates back to 1998-2000. The reason is that the increase of interrelation with different countries because of the development of information technologies, the beginning of the transition of education to the stages of competence and communication, the modernization of the education system, the participation of Kazakh students in international programs and education in foreign educational institutions on academic mobility, it means facing with project approach which are in the experience of foreign education system.

Now, let's define and give characteristic features of the project approach, project-based learning, project work or project modelling how it is termed in Kazakhstan, or project-based learning in the world. Many other terms have been used for this instructional approach as problem-based learning, inquiry learning, authentic learning, discovery learning. But meaning is one, students identify and seek to solve real-world problems that they consider important and developing various projects that may be used to demonstrate and communicate their problem solution to others. A project is a set of actions organized under the supervision of a teacher, which requires a specific decision that is important to the student, where student performs independently, and which ends with a practical final product [4].

The project approach is the organization and modelling of educational situations aimed at solving a student's own tasks [5, p. 35].

The project work can be done in pairs, in groups and usually students involve as own activities which take place over a specific period of time. The project work integrates different methods, teaching tools and techniques which aim to combine knowledge and skills from different fields of study. The results of completed projects should be tangible and practical, for theoretical projects, this means applying them to real-world situations, and for practical projects, it involves achieving results ready for implementation [6, p. 57]. The ability to effectively use the project method reflects the teacher's high level of qualification and their use of progressive teaching and development strategies.

A project is a kind of creative activity that needs series of specific actions, certain documents, texts, and concept of creating a particular object, topic or products.

Modern project is didactic tool that revitalizes cognitive activity, needs creativity and helps to develop personal qualities. The primary goal of the project method in education is to explore environment with the help of teacher or instructor. A project work is an individual, group work that develops students' cognitive skills, creativity, a skill that develop to gain information from a big space, develops critical and creative thinking. The project method aims to explore the problem in detail and to lead to practical result. T.A. Vlasova characterize the project approach as "a form of seeking and research activity, either individual or group, organized in a manner that focuses not only on achieving a specific result but also on the process of reaching that result" [7, p. 54].

N.M. Pazdnikova defines the project method as the integration of knowledge from various fields to solve a single problem, using certain skills and knowledge while generating new ideas [10, p. 58]. According to dictionary definitions, a project is a collection of documents aimed at creating a certain product, as document, drawing, report, plan, which requires a specific approach, rational justification and planning [8, p. 38]. E.C. Polat describes the project method as involving students' individual or group research and organizational skills, where students should not only search, get result but also achieve it [9, p. 106]. From the students' perspective, educational projects offer an opportunity to create something of interest, either alone or in a group, allowing them to use their skills, express their ideas, and contribute to the public by demonstrating their achievements [10, p. 58].

Project-based learning focuses on exploring real-world problems and challenges, it enhances motivation, teamwork, and collaborative skills [11].

Project-based learning improves students' communication skills, literacy skills in finding information, stimulates interest in solving problems that require specific knowledge [12, p. 16].

### **Materials and methods**

The research methods are descriptive, comparative, analytical and pragmatic analysis. The research methodology is analytical research review of

existed ideas on the described topic, and personal viewpoints as the specialist in the given field. The article is fully practical concerns on the essence and important features in organizing project technology in English teaching process. The authors have given their professional points of view on the organization and teaching a language using project technology for university students and school pupils.

The second part of the study was designed on the analysis of interview questions which were developed to investigate research study. The participants were 23 English language teachers from different universities (Taraz University named after M.H. Dulati (5); International Taraz Innovation Institution named after Sh. Murtaza (3)), colleges (Zhambul Humanitarian College (3)) and schools (No8 gymnasium named after Tole bi, Taraz city (3); No12 gymnasium named after Kerimbai, Taraz city (3); No53 gymnasium named after Karatai Turyssov, Taraz city (3); No3 gymnasium, Taraz city (3); No5 gymnasium named after Ashab Tamaev, Taraz city (3)). Teaching experiences of the teachers was from 3 to 15 years. Data of the research article were collected by means of interview questions. The interview consisted of 10 questions to test and analyze teachers' opinions on teaching project-based technology, roles of teachers in implementing project technology in their classes. Data collected from the interview questions were analyzed according to the answers either in written or recorded.

### Results and discussion

Project-based teaching is a collaborative approach based on real-world problems and as a result we gain a practical outcome. Project-based learning forms series of competences on students as problem-solving, critical thinking, collaboration, communication and innovation.

In the following table we give the competencies formed in the performance and implementation of the project work:

Table 1. Formed competences in the performance of the project work

Competences	Abilities/actions
<i>Linguistic competence</i>	full mastery of the language, understanding of the phonetic, lexical, grammatical and stylistic structure of the language, ability to use it correctly
<i>Cognitive competence</i>	consideration of the problem, analysis, familiarization with a lot of information to solve, study, search for literature and special resources
<i>Intercultural competence</i>	considering the problem under study from the point of view of culture, discovering the specific features of that culture, accepting and understanding it within the framework of another culture
<i>Communicative competence</i>	ability to convey the studied problem orally or in writing, mastering speaking technologies and delivering it in a foreign language, being able to analyze and absorb it to the listener
<i>International competence</i>	adaptation to the norms, language, living conditions of two or more countries

<i>Creative competence</i>	independent research, critical thinking, activity
<i>Information competence</i>	ability to work with modern information technologies, ability to work with audio and video recordings, network, e-mail sources, obtain, differentiate, analyze, deliver information necessary for the research

Project-based learning or project assignments are focused on authentic problems or issues from the real world; collaborative work, they might be interdisciplinary; maximum involvement of the students; students are given certain roles and tasks; develop thinking skills; students engagement and achievement increase.

In the implementation and performance of the project task some aspects should be taken into consideration. As *a management aspect* of the project, the student determines the specific goals of the project, choosing ways to achieve them while coordinating planning and forecasting procedures; organization of microgroups in the process of master project activities; the ability to divide and interact with educational and cognitive work, the ability to assign rights, powers and responsibilities in the project activity process; the ability to implement current regulation of project activities; the ability to correct the negative results of the project, as well as the necessary knowledge and skills to analyze and use didactic tools in the context of project activity [13].

*The emotional-personal aspect*, in our opinion, should include the following characteristics of the student: desire to work in a micro-team (project development) and interest in the positive result of the project activity; the ability to turn educational and cognitive task into a personally important task, competence to create, subject-subject relations, personal-oriented interaction ability during project activities; emotional stability throughout the project development period; the ability to organize joint activities, objectively assess the conditions of interaction of project activity subjects, ensure success in project activities; self-assessment competence and mutual assessment of intermediate results of project development; manifestation of empathy, democracy, decency in communication, reflective skills; literacy, public speaking skills, project results presentation skills.

*The creative aspect* of students' project competence should include: creativity and ability to solve problems in the process; creativity, sense of novelty, sensitivity to contradictions, risk-taking, originality; the possibility of an intuitive decision appearing in the mind in the form of a key to a decision, appearing in a random situation; heuristic ability - independent search for a solution to a problem, innovation and efficiency; ability to identify new approaches and innovative solutions.

*The intellectual aspect*, in our opinion, should consist of: the ability to develop and implement projects; Properties of mental activities: ingenuity, flexibility, criticality, divergence, uniqueness, independent thinking; integration and project planning skills, activities; the ability to correlate the new and known share in the project, the ability to predict the expected results of all project

participants; skills to use their intellectual resources and abilities to the maximum.

The main requirements for educational projects are:

1. Presence of an important problem (tasks) (informational, research, practical) that requires integrated knowledge and research ways to solve it;
2. Practical, theoretical, cognitive importance of expected results;
3. Students' own (individual, pair, group) works;
4. Structuring the content parts of the project (results of individual stages are indicated);
5. Application of research methods.

When organizing project work with students, it is necessary to take into account the following aspects:

1. Tasks of project work should be suitable for the age and level of development of the student.
2. The problem raised in the project should meet the student's interest and scope.
3. Appropriate conditions should be created to successfully complete the project and give concrete results.
4. Before assigning a project work task to the student, it is necessary to prepare it in advance.
5. The project manager should help the student and give advice.
6. It is necessary to work out methods of project work.
7. When choosing the topic of the project, it is necessary to give free will to the student, to make him interested, to ensure that he searches independently.
8. It is necessary to discuss with the students the relevant sources of information for the study of project work.
9. In the process of preparation for project work, excursions, observations, experiments, actions should be organized if necessary.

Now let's focus on the advantages of the project approach. The didactic purpose of the project work is to develop students' cognitive skills, to compile their own knowledge, adaptability in the information space, problem solving, formulation and solution, and the development of critical and creative thinking [14, p. 89].

Researchers have pointed out that there are a number of advantages of conducting and organizing project work in the educational process, English or school curriculum and school subjects.

Advantages of the project approach:

- develops several professional competencies of the student (linguistic, intercultural, communicative, international, cognitive, creative, informative);
- enables the formation of critical thinking, develops the cognitive skills of learners, the ability to build own knowledge, and the ability to find out real or significant information related to the topic;
- effective in organizing all levels of education;

- it is optimal for the student to be able to create his own knowledge;
- related to the student's perception, formulation and solution of problems, development of critical and creative thinking;
- awakens interest in the subject, topic;
- focused on practice, experience rather than theory;
- adapts students to work with reference literature and other methods of obtaining information;
- work with a group, teaches to feel one's responsibility before the group;
- while studying one topic or problem, it opens the way for students to master another problem, to form new ideas, to acquire new knowledge;
- teaches responsibility, self-discipline, self-organization ability, quality work;
- teaches how to make a short-term or long-term plan and educates to be able to serve for its implementation;
- enables the ability to effectively utilize different sources of information;
- sometimes the subject of work can be proposed by the learner himself;
- aimed at achieving a specific result and obtaining a specific type of product;
- the learner is creative according to his wishes.

As the results of the research paper, we suggest to implement the following product types or project work presentation: scientific report, scholarly article, role play, interview, performance, scientific conference, commercial, brochure, wallpaper, methodological guide, video film, presentation, album, charts, drawings, case study, glossary, exhibition, abstract, thesaurus, short dictionary, explanation, set of exercises, collection of articles, set of recommendations, layouts, game programs, creating a database, a word puzzle, test preparation, creating a website, publication of the examination of the results of the survey, business plan, draft of the law, multimedia product, an official letter, tour organization, manual and others.

Having analyzed the project-based learning, organization of a project, and characteristic features of the project work it is better to define different roles of the teacher and the student in its organization, distinguishing the role, nature, stages of its organization, aspects of the project approach. According to our research, we suggest the following roles of teacher and student.

Table 2. Role of the teacher in organizing a project work or task

Role of the teacher	Features/functions
<i>expert</i>	provides children with general information on project work, its organization, educates, is a specialist in his field, makes a clear analysis of the results of both the completed project and its individual stages
<i>model</i>	provides guidelines, shows examples, points the way, offers sources of information that will help to implement the project

<i>manager</i>	gives a clear plan for project implementation, defines the role of students, gives instructions for group work
<i>monitor</i>	monitors knowledge, gives advice, monitors the progress of project work, asks children about the progress of project work
<i>counsellor; informant, advisor</i>	advises on doing the work set in the project work, points out what is right/wrong, shares information
<i>social worker</i>	during the implementation of the project, he helps not only with the academic work related to the project, but also with the problems that occur outside of it, and answers the questions of the students after the lesson.
<i>information provider</i>	gives the list of essential or additional reading list, provides with necessary information, tools
<i>facilitator</i>	directs students to work independently, provides material, explains everything, simplifies difficult tasks
<i>mentor</i>	in the process of project work, he encourages them, points out their priorities and praises them, increases the motivation of students, supports them, encourages them and guides them to achieve their goals
<i>instructional coach</i>	gives different instruction for the implementation of the project, teaches, reteaches where necessary, clarifies ideas, instructions, procedures
<i>protector</i>	protects students from the dangers that may arise during the implementation of the project, prevents its occurrence, discussing it comprehensively if it occurs
<i>communicator</i>	professional guide, professional advice giver, helps to solve the problem professionally
<i>collaborator</i>	conducts conversations with students, organizes interviews, works in groups or in pairs
<i>visionary</i>	believes in students, believes that they will achieve real results
<i>controller</i>	a teacher who teaches students how to use the language they are doing project work on, and when to speak
<i>encourager</i>	gives questions or problems to the students to find the answers and points them to solve them
<i>researcher</i>	improves his knowledge together with students to perform project work
<i>illustrator</i>	supports the group process of problem solving
<i>motivator</i>	leads, conveys relevant knowledge to students and instructs them to receive it

Table 3. Role of the student in organizing a project work or task

<b>Role of the student</b>	<b>Features/functions</b>
researcher-theorist	conducts specific research work within a given topic or problem, examines it from a theoretical point of view
implementer	carries out project work, passes through each stage of the project and makes decisions
designer\developer	conducts research on the project work, makes a plan to come to a specific decision and projects its implementation
research assistant	reads and studies scholarly works, articles within the scope of the project work

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<i>expert</i>	uses various studies and information, ensures its use in the right direction, determines whether it is right or wrong
<i>editor\controller</i>	processes and sorts the material collected within the scope of the topic or research
<i>visionary</i>	tries to find a solution to the research problem, predicts it in advance
<i>decision maker; problem solver</i>	chooses the most appropriate one among various solutions, presents and substantiates it as a result of research
<i>evaluator</i>	evaluates sources, information, research results related to the topic or research problem, presents an opinion
<i>learner</i>	learns various new things, concepts, information, skills while doing a project work
<i>creator</i>	invents something new, proposes solutions, and overcomes difficulties in cooperation with the group from his side
<i>leader</i>	leads the group, offers new thoughts and views, improves organizational ability, knows how to make decisions
<i>informant</i>	shares new information, announces project results
<i>communicator</i>	able to make decisions, exchange opinions, presents project results, uses appropriate language to convey them

Next step of our research was to interview university instructors of implementing project-based learning in their classrooms, if they work effectively in class, and what difficulties as teachers might face in using project technology in class by means of interview questions. The questionnaire consists of ten open questions, where participants have given answers. In the interview took place 23 teachers of different universities, colleges, schools in written form filling in certain form of questions, and by means of recording their answers to the interview questions. The following questions were included to the interview:

1. Are you familiar with the project-based learning or teaching?
2. Do you personally use project technology in your own class or teaching?
3. What is the teacher's role in using project technology in the class?
4. What is the student's role in the implementing the project technology?
5. Do you use project technology as the classroom activity or as an independent study?
6. What are the purposes of using project technology in class?
7. How do you evaluate the project work? Are there any criteria of it?
8. Which type of projects do you use often in English teaching class?
9. Do you set certain clear tasks, stages for the implementation of the project?
10. What are the advantages and disadvantages of using project technology in teaching?

According to the first question if they are familiar with project-based learning or teaching, all 23 teachers have answered that they are familiar with the approach, very often they use this method in their language teaching method. According to the answers we can notice that project method is popular in today's classroom, it is considered to be one of the 21<sup>st</sup> century skill to develop in class.

The second question, where teachers answered if they use personally use project method in their teaching process, all 23 teachers answered that they use. However, not all teachers use it effectively or often in their class because of some reasons. That is, the project approach is used in some subjects and is often used only by a small group of teachers, while in some subjects it is not often used. Basically, project work is used to confirm the topic, to check the child's knowledge during the final assessment or after passing a certain section or topic, or to perform and create research projects as a competition, for the purpose of defending it. We can dictate that although the students know what project technology is, they have not fully mastered its stages, meaning, what kind of assessment it is, its goals and tasks.

Based on the answer to the third question of what is the role of the teacher in the use of project technology in the educational process, teachers named and chose 25% for the "examiner or watcher" option, 25% chose the "work coordinator" option, and the remaining 50% chose the "investigator" option. The conclusion that follows from this is that students cannot feel the various roles of the teacher that we have mentioned above in the implementation of the project work. The teacher's role as "facilitator" is real, but the role of "researcher" is more typical of the student than the teacher.

If the project work should be carried out by the student independently, he should learn, share information, acquire skills such as decision-maker, creative presenter, in the organization and implementation of project work, the teacher plays only the role of guide, leader, consultant, information provider and other task of the teacher is to support students pedagogically, psychologically.

If we analyze the question of what is the role of the student in the use of project technology in the educational process, 50% of the interview respondents have chosen the "research specialist" option, as one of the key roles in doing a project work. The student understands his role in the implementation of project work, deals with its success, and works hard. 30% of teachers have chosen the option "investigator", which in turn is one of the necessary roles in the performance of the student's project work. 10% have chosen the remaining roles of "inventor" and 10% have chosen the role as "manager or leader", which are additional to the main roles of students.

However, in the course of the research, we pointed out several roles of the student in the organization and implementation of project work, students do not take into account many of them and do not perform those roles during the implementation of the project. Therefore, in the preparatory, organizational or introductory sections of the design, the teacher should discuss the roles of the students, establish the responsibilities, and nail down each role. Since project work is an interactive learning technology based on communicative competence, the roles of the student rather than the teacher prevail in the implementation of the project.

If we analyze the answers to the question whether you use the project technology as a classroom work or as an independent task, 80% of the respondents said that they use the project work “as a class activity”, and now 20% answered that they use it “as an individual work”. It can be seen that teachers and students still do not understand that project work is an independent work or often a type of task aimed at forming the student’s research and creative skills to check the knowledge gained after completing a certain topic or section. Or, when answering the survey question, we believe that it is a classroom activity to perform project work independently in a group or individually, in pairs, and present it in the audience. Based on the stages of the project, the project work is the technology shown in the classroom for the student to independently search for a given problem or research topic, act according to the plan, collect his own information, differentiate it, experiment, and publish the results.

When asked what is the purpose of using project technology in the educational process, 70% of the survey respondents chose the option “for out-of-class activity”, 20% chose the option “for individual task and research of a specific problem”, and 10% chose the option “for homework”. Project work is usually carried out outside the classroom, although its purpose is to independently investigate a given topic or problem. Pupils try to come up with their own solutions to the problems that arise under the direction of the teacher, and offer their own solutions.

For the question how teachers assess the project work and if there are certain criteria or rubrics to assess, teachers have given several evaluation criteria. According to the answers we can suggest the following rubrics are the best and effective: defining the project goal and justifying its problem (10%); diversity of information sources, ability to use them correctly; to show creativity in the implementation of the project (5%); quality in the presentation of results and project product (5%); justification of their own standpoints (5%); topicality of the project topic (5%); choosing the right research questions (5%); distribution of the roles and their fulfillment (5%); language accuracy (60%).

Analyzing the answers to the question of what types of projects do you use in the English language class, 70% of teachers chose “informational and research projects”, 20% “review projects”, and 10% “performance and organizational projects”.

There are many types of projects suggested by certain groups of researchers. They are: game project, research, excursion, construction, practical, information, creative, role, innovative, productive, survey, applied, short-term and long-term, social, educational, organizational, management, political and other types of projects. It means that not all types of projects that the researchers suggest in teaching process are not actively used or familiar to teachers and students.

If we consider the answer to the question of whether the teacher organizes roles, performance stages, specific tasks during the implementation of the project,

100% teachers have agreed. Although, students say that the teacher does not give specific tasks and clearly explains the specific stages in the organization and placement of project work. The child may continue to complete the project independently and continue working without understanding whether it is the right or wrong way. When planning the work of the project, the teacher's task is to introduce and inform the student about the requirements for the project, the stages of its implementation, and the actual expected results. During the implementation of the project, it is necessary to give advice and offer a helping hand. The project should provide a list of literature with sources. If necessary, the teacher should give special lectures, master classes or discussions, a set of practical tasks in accordance with the research problem, related to the topic of the project.

According to the answers of teachers to the question on the advantages and disadvantages of the project work they indicated the following criteria: project work develops communication competence, research abilities (80%), helps to work in groups, student-oriented practical task, makes feel the responsibility (20%). Only one advantage they have indicated was the assessment of each member of the group if it a collective work. It is difficult to assess the contribution of each student in a group project.

The results of the interview we give in the following table.

Table 4. Results of the interview in organizing a project work or task

Questions	Participants	Indication (percentage)	Comments
1	23	100%	All the respondents are familiar with the project approach
2		100%	All the respondents use the project method in their teaching
3		25%; 25%; 50%	25% - «observer», 25% - «task facilitator», 50% - «researcher»
4		50%; 30%; 10%; 10%; 10%	50% - «learner\researcher», 30% - «researcher», 10% - «creator» and 10% - «leader»
5		80%; 20%	80% - «as classroom task», 20% - «as an independent task»
6		70%; 20%; 10%	70% - «for extracurricular tasks», 20% - «for independent work and research of a specific problem», 10% - «for individual homework»
7		10%; 5%; 5%; 5%; 5%; 5%; 5%; 60%	10% - defining the project goal and justifying its problem; 5% - diversity of information sources, ability to use them correctly; to show creativity in the implementation of the project; 5% - quality in the presentation of results and project product; 5% - justification of their own standpoints; 5% - topicality of the project topic; 5% - choosing the right research questions; 5% - distribution of the roles and their fulfillment; 60% - language accuracy
8		70%; 20%; 10%	70% - «informational and research projects», 20% - «review projects», 10% - «performance and organizational projects»

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9		100%	100% - the teacher organizes roles, performance stages, specific tasks during the implementation of the project
10		80%; 20%	80% - project work develops communication competence, research abilities; 20% - helps to work in groups, student-oriented practical task, makes feel the responsibility

### Conclusion

The project method began in developed countries in 1905-1911, and then in other countries, in particular, in Kazakhstan, since 2000-2010, it has been used as an interactive method that develops the communicative competence of pupils and students in learning a foreign language. If we look at some data, it should be said that the project method is used in educational programs of Kazakhstan not only as a way of organizing one's own work, but also as a way of evaluating the knowledge of students and pupils after mastering a specific section or topic, that is, it is a very effective method. According to the types of project work, the specific requirements for each, different stages of its organization, aspects of evaluation are determined by the teacher depending on the specific type of the project, and are given to the student to conclude. We tried to reveal that the student shows his/her creativity while performing it, gives a specific solution algorithm to the given problem, team work takes place in its execution, each student defines his/her own role, time is given to perform it, and the project work is directed to practical goals.

From the student's point of view, the project work is a practical type of work and teaching technology aimed at demonstrating the knowledge he has acquired on his own, gathering information according to the problem under consideration, sorting out that information, and taking the appropriate one and presenting some kind of product.

From the teacher's point of view, project work is a didactic tool of teaching and education, which aims at pedagogical, educational goals, uses the knowledge acquired by the student for the appropriate purposes, considers in detail the problem to be solved, and shows his creativity.

There are many different types of project work according to the opinion of scientists, however, research and information, creative projects with practical goals are often performed as a type of project that is often used in educational programs. When performing project work, students develop linguistic, intercultural communicative, creative, information and cognitive skills, that is, project work is effective and has advantages in the school curriculum, only it is necessary to be able to organize it correctly.

The project work has more advantages in developing students' professional competences, develops critical thinking skills, it as effective in organizing in all

levels of education, focuses on practice, experience, teaches students work on information sources, teaches work in collaboration, and encourages to link theory and practice.

The results of the interview helped us to study the importance of the project-based technology in the language classroom. Together with the criteria of assessment we have to pay attention to the stages of its implementations and clear instructions to perform in public. Sometimes, students are not given clear instructions, then they might face difficulties to implement it. According to the analysis of the interview it was found out that some teachers face with the difficulty to assess the student's performance as it is the most cases group work. One more aspect we have to deal with and further research is the popularity of different types of the projects and project applied final products. The survey showed that not all types of projects are familiar to language teachers.

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## ТІЛДІ ОҚЫТУ ДӘРІСТЕРІНДЕ ЖОБА ЖҰМЫСЫН ҰЙЫМДАСТЫРУ МЕН ОНЫҢ ТИІМДІЛІГІ

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**Аңдатпа.** Мақалада тілді оқыту үдерісінде жоба тәсілінің ұйымдастырылуы мен тиімділігі қарастырылады. Мақалада оның анықтамалары, негізгі сипаты, әдістемесі, жоба жұмысын дұрыс

ұйымдастырудағы оқытушы мен оқушының рөлі, қалыптасатын құзыреттіліктер, оны сабақта жүзеге асырудағы мұғалімдер тәжірибесінің тиімділігі мен талдауы қарастырылған. Зерттеліп отырған мақаланың мақсаты – жоба тәсілін тиімді әдістердің бірі ретінде тілді оқытудағы мәні мен маңызын беру.

Жоба әдісін ұйымдастыру мен тиімділігін қарастырудың зерттеу сұрақтары жоба тәсілін, жоба технологиясын анықтау; сабақта жүзеге асырудағы мұғалім мен оқушылардың рөлін анықтау; белгілі бір құзыреттер мен дағдыларды дамытуда өз артықшылықтарын беру; оның коммуникативтік және коллабративтік қабілеттерін қалыптастырудағы сыныптық немесе дербес әрекет ретіндегі маңызын анықтау.

Зерттеу әдістеріне сипаттамалық, салыстырмалы, аналитикалық және прагматикалық талдау кіреді. Зерттеу мақаласы әртүрлі қазақстандық университеттердің, колледждердің және мектептердің ағылшын тілі мұғалімдерінің жобалық әдіс бойынша 10 сұхбат сұрақтарының қорытындысын талдауға арналған.

Жоба технологиясына негізделген зерттеу нәтижелері бойынша авторлар жоба әдісінің, жоба жұмысының оқушылардың сыни тұрғыдан ойлауын, сөйлеу дағдыларын, шығармашылық қабілеттерін дамыту, тәжірибеге бағыттау, ынтымақтастыққа үйрету, өз бетімен жұмыс істеуге тиімді құрал деген қорытындыға келді. Зерттеу тақырыбының ғылыми-тәжірибелік маңызы жоба әдісінің студенттердің кәсіби құзыреттілігін дамытуда артықшылықтары басым екенін негіздеу болып отыр, дегенменде оқытушылар жобаны орындауға нақты нұсқаулар беруі, дұрыс бағалау көрсеткіштері, студенттерді қолданбалы практикалық өнімдер ұсынуға бағыттауы керек.

**Тірек сөздер:** жобаға негізделген оқыту, жобалық модельдеу, проблемалық тәсіл, білім беру жобасы, студентке бағытталған тәсіл, мақсатты тәсіл, жобалық жұмыс, жүзеге асыру

## **ОРГАНИЗАЦИЯ И ЭФФЕКТИВНОСТЬ ПРОЕКТНОГО МОДЕЛИРОВАНИЯ НА ЯЗЫКОВЫХ ЗАНЯТИЯХ**

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**Аннотация.** В статье рассматриваются вопросы организации и эффективности проектного подхода в процессе обучения языку. В статье рассматриваются определения, ключевые особенности, методология, роль преподавателя и студента в правильной организации проектной работы, формируемые компетенции, эффективность и анализ опыта преподавателей

в ее реализации на уроке. Целью статьи является раскрытие сущности и значения проектной работы как один из эффективных инструментов в процессе обучения языку.

Исследовательские вопросы изучения организации и эффективности проектного метода заключались в определении проектного подхода, проектного обучения; выявлении роли преподавателя и студента; указании его преимуществ в развитии определенных компетенций и навыков; выяснении его значения как учебной или самостоятельной деятельности в формировании коммуникативных и коллаборативных способностей.

Методы исследования включают описательный, сравнительный, аналитический и прагматический анализ. Статья разработана на основе анализа вопросов интервью с преподавателями английского языка из разных казахстанских вузов, колледжей и школ по методу проектов на основе 10 вопросов интервью, направленных на изучение взглядов преподавателей на применения метода проектов, роли преподавателей в реализации проектной технологии на своих занятиях.

По результатам исследования проектной технологии авторы пришли к выводу, что это более эффективный метод для развития критического мышления студентов, навыков говорения, креативности, ориентирован на практику, на обучение в сотрудничестве, на самостоятельную работу. Научно-практическая значимость темы исследования заключается в том, что проектное моделирование имеет больше преимуществ в развитии профессиональных компетенций студентов, однако преподаватели должны давать четкие инструкции по выполнению проектов, правильные критерии оценки, направлять студентов на создание конечных прикладных практических продуктов.

**Ключевые слова:** проектное обучение, проектное моделирование, проблемный подход, образовательный проект, личностно-ориентированный подход, целевой подход, проектная работа, реализация

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