PEDAGOGICAL SCIENCES

THE PERCEPTION OF FUTURE TEACHERS OF A FOREIGN LANGUAGE ON THE USAGE OF PROJECT ACTIVITIES

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https://doi.org/10.5281/zenodo.7878707

Abstract

Educators seeking alternatives to conventional teaching techniques have taken a great interest in active learning. In certain countries, project-based learning has lately been adopted as an additional teaching strategy. The project technology's goal is to help students become more self-organized, self-educated, and capable of understanding how to conduct instructional tasks from the perspective of a system of values-based approaches. The input on students' opinions about the use of project-based learning is covered in this essay. The study's findings indicate that the majority of students see project-based learning positively and are prepared to continue studying in this way in the future. Learners also highly appreciated that project-based learning promoted their soft-skills, includes of Teamwork; Project Management; Problem Solving.

Keywords: project technology, benefits of project technology, student perception, future teachers of foreign language.

1.Introduction

The project technology is aimed at developing students' self-organization, self-education, comprehension of instructive performance from the point of view of the approach based on the system of values. According to the explanation of Azimov and Shchukin (2009), the project technology creates conditions for collaboration in the 'student–teacher–group' scheme; it is based on the idea of students' interaction in solving learning problems, in which trainees procure work and effective communication skills in the team (Azimov & Shchukin, 2009).

One of the student-centered teaching strategies that has been used in our nation and across the world is the project technology. It is one of the techniques used to develop students, give them the chance to participate in the learning environment, make them responsible for their own learning, and assist them absorb and organize knowledge. With the project technology, students take charge of their education, develop their creativity, and prefer to work together to solve challenges. In addition, life is brought into the classroom. In a nutshell, project technology is an instructional strategy in which students work independently or in small groups to create tangible results. (2007) Gültekin [5].

Project technologies are mostly human-centric. This technology is based on the development of the task by students, learning from their own and others' experience in the course of research and learning. Information about project technology can be found in the works of Carl Frey. In 1977 Carl Frey published his book Project Method in Balti, Germany. The book explains the project method as follows: "Students or the teacher must submit a project that is of practical value. Students learn to work in a team. Acquires research skills.

Prior to this, the concept of "project technology" was used in US agricultural schools in the second half of the 19th century. He was studied by psychologist, educator, philosopher John Dewey. John Dewey was followed by his student William Hurd Kilpatrick. Professor William Hurd Kilpatrick proposed a definition that "at the heart of this technology is the preparation of children for adulthood by encouraging them to see the fruits of their labor." While Reichwein called the connection between theory and practice a project, B. Otto said that interviews play a key role in the concept of shared lessons. Kershensteiner came to the conclusion that project ideas or development in this direction can be observed from the labor school [3].

2.Literature Review

Previous researchers show that project activity is an integrative activity. The integration of classroom and extracurricular activities involves various methods and forms of work (both traditional and innovative). It requires the successful implementation of the synthesis of a variety of elements. According to scientists, the main thing from the whole complex is values, it is they that orient and direct the course of project activities. It also requires elements of different types of activities: educational, playful, creative, cognitive. Positive motivation is required for the successful development of project activities. This has been discussed by such scientists as G.B. Golub, V.V. Serikov, I.S. Fishman. Project activity assumes the presence of voluntary participation in the creation of a product, which explains the interest, and gives a high emotional coloring to the educational process. The interaction of participants leads to an increase in the professional potential of the teacher, to the creative development of his personality. The latter is impossible without the combination of spirituality, morality, and solid theoretical knowledge. Project activity, according to scientists, should be confirmed by a high level of mutual understanding between all participants in the design. A personal example, mutual respect, recognition of everyone as a necessary, significant subject, and participation in project activities is a prerequisite for a positive result. [1].

The essence of a teacher's project competence is defined by pedagogical science, which identifies many methods for describing a teacher's capacity for project-related activities.

A number of conditions are mentioned by V.A. Bolotov, G.B. Golub, and others that show teachers' preparation for project activities. Specifically, this is the outcome of training in the system of higher professional education, experience gained and shared in the system of advanced training, use of the outcomes of independent professional activity, and application of the principles of contemporary educational systems in work[1,2].

The flexibility of the educational process results in modifications to the formulation of the project methodology. E.S. Polat points out that problematic research (search) methodologies serve as the basis of the contemporary concept of project activity. They want valued results for every project participant. This is a sign of excellent qualification for a teacher since it shows that they can plan project activities properly and professionally. Learning technologies are owned by highly skilled teachers. The project method's application supports this. Therefore, a project activity is an activity that involves creating the idea for a learning assignment, presenting it in some way that is externally represented, and figuring out how to apply it in the learning process.

The current system-activity approach calls for the establishment and growth of suitable competence, which defines the understanding of activities and the capacity to carry them out.

Today, project activities are used to carry out the primary modernization strategies for improving student learning. The most distinctive characteristics of the project method, which set it apart from other activity methods, are reflected in contemporary conceptual models of project-based learning (T.A. Kaplunovich, I.A. Kolesnikova, O.G. Prikot, R.M. Sheraizina, and others) [3, 5, 9, 11], as well as pedagogical technologies (G.K. Selevko and others). Effectiveness, interdisciplinarity, difficulty, and complexity are indicators of this activity [10].

Students use project-based learning in the workplace because it allows them to learn and develop their abilities more successfully than in the classroom. For instance, critical job competencies include skills like problem-solving, conflict management, teamwork, and innovation. According to Gultekin in Bell (2010), PjBL helps students develop their higher-order thinking, research, and problem-solving skills. According to Boaler's study, research shows that PjBL students gain analytical thinking in addition to real-world application of abilities and outperform students in conventional direct instruction programs on both standardized assessments and project examinations (1999).

One of the main problems of the education system is the achievement of an international level of training of specialists and its introduction into the world scientific and educational system- its solution is impossible without the development of the skills and creativity of the teacher. And we will try to improve the skills and creativity of the future teacher with the help of project technology.

3.Method

The purpose of this study was to assess students' attitudes toward project-based learning using a survey instrument. There are 12 closed-ended questions and 2 open-ended questions inside the survey. Demographic questions on the respondent's program of study, gender, and kind of study were included in the first part. Likert scale questions about the use of project-based learning were added in the second part. 15 students from the Kazakh Abylai Khan University of International Relations and World Languages responded to the surveys.

The survey is conducted among students of specialties training foreign language teachers and their point of view on their education is assessed. The average age of the participants is marked as 20 years old, with the distribution shown in Figure 1. The age of the participants ranged from 18 to 22 years old, and the majority belonged to the 20-21 years old group. Gender distribution is also added to this figure. As can be seen from the figure, 80% of the participants are women and 20% are men. Consequently, the survey is dominated by women, but in fact this is a common case in the Kazakhstan pedagogical spheres.

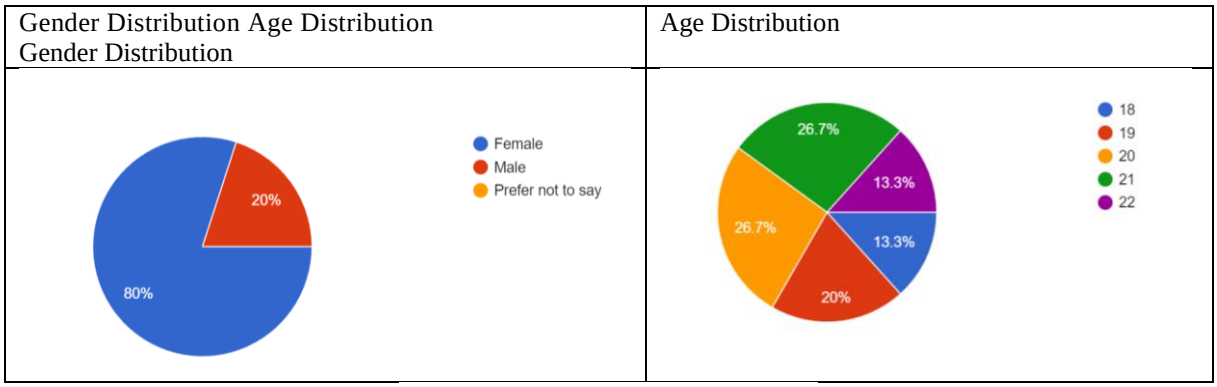


Figure 1. Gender and Age Distribution

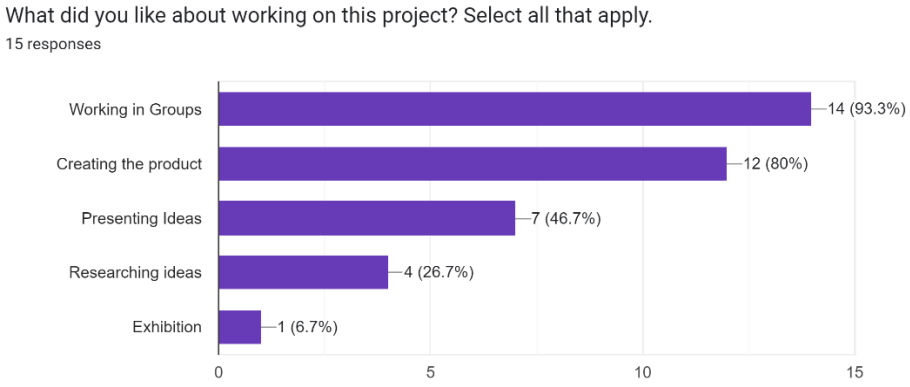
The main participants are students of grades 3 and 4 of the University of International Relations and World Languages. With this in mind, it would be fair to say that they have sufficient theoretical background and that they have all been developed or completed a project and internship.

4. Findings

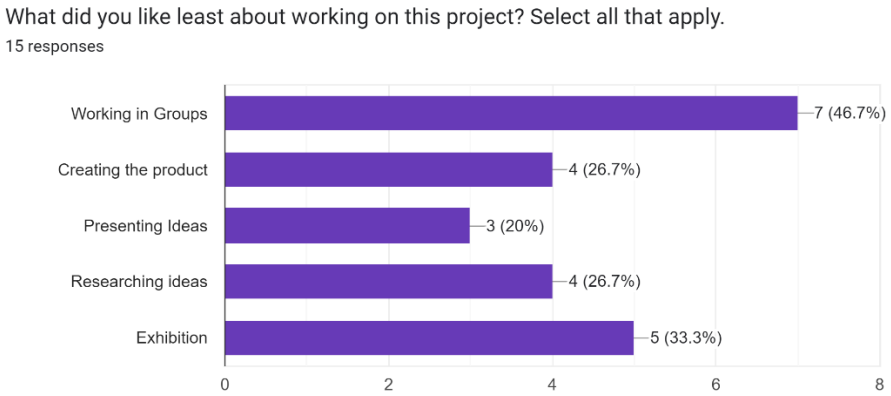
First, the respondents answered the question "how many years have they been studying a foreign language". The answers were different, some have been studying a foreign language for 12 years and others have started as recently as 3 years ago. But, the average statistical showed 7 years.

Since the main participants were students in grades 3 and 4 of the University, it was easy for them to answer the questions in the survey. And 93% of the participants answered that they had previously used project technology in their lessons. In particular, we know that project technology has types like research-based, service-based, product-based. And 66.7% of those who responded said that they had previously used research-based technology and the remaining 33.3% used product-based technology. To complete the project, students needed from 15 hours to more than a week of time. But the average statistics showed that students need from 2 days to 7 days of time to fully prepare the project.

The students chose several activities as their favorite activities of the project technology, such as working in groups, creating a product, presenting ideas, exploring ideas, and exhibiting. Then the second place was taken by the creation of a product with 80% choice. Also, 7 students (46.7%) chose presentation ideas, the remaining 4 students (26.7%) chose research ideas. Only one student (6.7%) chose the exhibition part as the most favorite.

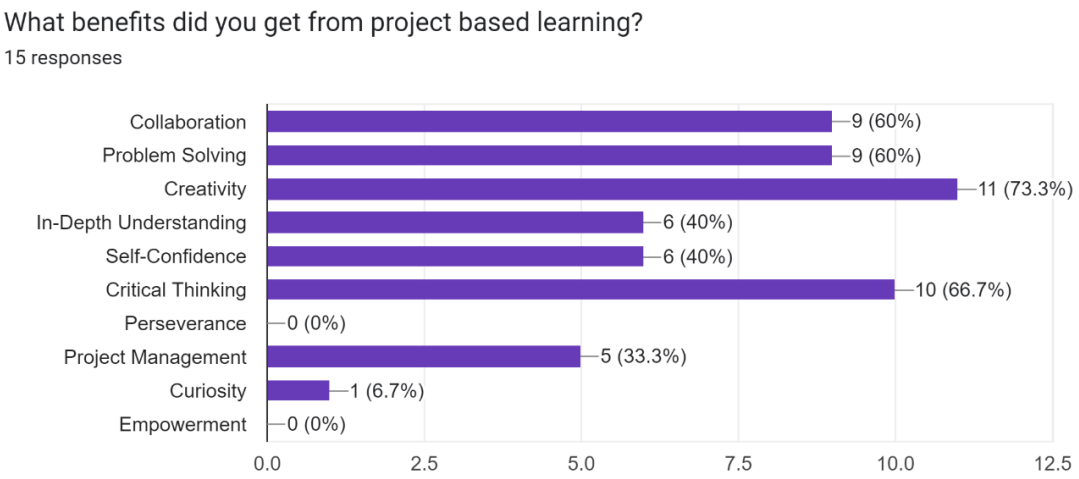


At the next stage, the students answered the question "What did you like least about working on this project?". So the previous question asked conversely. In this situation 46.7% of future teachers prefer working in groups on project technology. Then the second place was taken by the exposition with 33.3% choice. Also, 4 students (26.7%) chose creating the product, other 4 students (26.7%) chose researching ideas. And 3 students (20%) chose the presenting ideas as the least favorite.

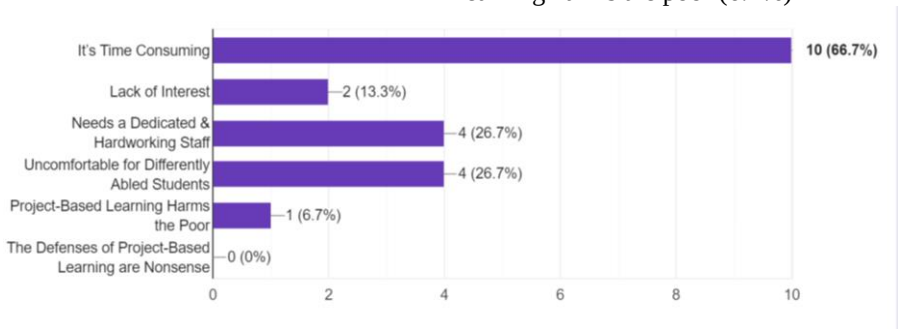


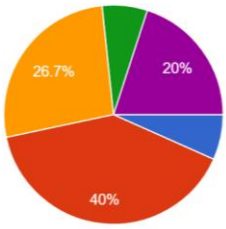
Overall, they answered that they were satisfied with their experience using Project Based Learning. 40% of students were very satisfied with their project work, and 33.3% of future teachers were somewhat satisfied, also 26.7% of them were extremely satisfied with their work. Here the study showed that the students were satisfied with the results of the project work.

Then they were asked what benefits they received from project-based learning. 73.3% of students consider that creativity is the main benefit of project technology. Next comes Critical Thinking with 66.7% indication. Next comes Collaboration and Problem Solving with 60% indication. In-depth understanding and Self-confidence takes the next role with 40% indication. And 33.3% of students chose Project management. Also one student (6.7%) chose Curiosity.



The next question was- what drawbacks did you notice in project-based learning? The answers were amazing. 66.7 % of students answered that it is time consuming. Also, 26.7% of students consider that a dedicated hardworking staff and uncomfortable for differently abled students are the drawbacks of project technology. Other 13.3% of students claim that they prefer as a drawback lack of interest and project-based learning harms the poor (6.7%)





As seen in the figure above, 40% of future teachers are neutral about whether the English language curriculum in an educational institution should be based on project-based learning. 26.7% of future teachers agree , and the other 20% of them strongly agree with this.

At the end students wrote their opinion about what they like most about Project Based Learning. As a result we received these answers -It helps collaborate and share your ideas with your teammates; Collaboration work and creating a product; It provides necessary skills for future teachers; Encouragement of higher order thinking and problem-solving skills; Work in pairs and share information each other, creativity, experience; PBL is a powerful teaching method that has extensive benefits for students, ranging from critical thinking to project management to self-confidence; Focuses on a big and open-ended question, challenge, or problem for the student to research and respond to and/or solve.

5.Discussion

This paper presented findings from a survey on students' perceptions on using Project-based learning. Generally, research indicates that most students see project-based learning positively and are prepared to continue studying in this way in the future.

Research has shown that project technology has a lot of benefits for future foreign language teachers. The student survey was proof of this. Students figured out many benefits such as collaboration, problem solving, creativity, in-depth understanding, self-confidence, critical thinking, perseverance, project management, curiosity, empowerment. This finding supported a prior study by Gultekin in Bell (2010) that demonstrated the

importance and benefits of project technology. Gultekin in Bell (2010), considered that project technology helps students develop their higher-order thinking, research, and problem-solving skills. Students use project-based learning in the workplace because it allows them to learn and develop their abilities more successfully than in the classroom. For instance, critical job competencies include skills like problem-solving, conflict management, teamwork, and innovation. The results also showed that students chose several activities as their favorite project technology activities such as working in groups, creating a product, presenting ideas, exploring ideas, and participating in exhibitions. The study showed that project technologies have not only advantages, but also disadvantages to a small extent, such as time consuming, dedicated hardworking staff, discomfort for differently abled students, lack of interest and project-based learning harms the poor. But these disadvantages do not matter next to the advantages. Since these disadvantages are associated with human materiality and human interests.

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