

PROJECT TECHNOLOGY AS A METHOD OF FORMING FOREIGN LANGUAGE PROFESSIONAL COMPETENCE

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Abstract: The article explores the use of project-based learning (PBL) in teaching a foreign language within a non-linguistic educational institution affiliated with the Ministry of Internal Affairs. It examines the key features of project training, the steps involved in completing a project, and the specific aspects of projects designed to teach a professionally-oriented foreign language. The author also looks at the teaching conditions that help students develop their project skills effectively.

The study's findings identify the most challenging parts of project work for students, considering both their language proficiency and their ability to complete projects. The article lists the advantages of using PBL, which include helping students acquire the skills they need to tackle real-world problems in a multicultural setting.

The text outlines a set of teaching conditions aimed at fostering project skills, based on a review of practical data, educational resources, the author's own teaching experience, and existing teaching methods in higher education. It emphasizes that well-designed project work in foreign language classes not only improves students' ability to communicate across cultures but also helps them develop professional and social skills, aligning with the goals of higher education.

Oral presentations are highlighted as a critical part of project activities that enhance students' speaking skills. The article suggests that while these presentations are effective for developing communication, creativity, and critical thinking, students need more practice in organizing and delivering them. It also notes that improving speaking skills through PBL can enhance students' ability to communicate in various situations, potentially leading to better professional development.

Keywords: Foreign language professional competence, problem, EFL, critical thinking.

Introduction

In recent decades, English has acquired the status of the most widely

taught non-native language in modern society. Moreover, it is actively used as a language of international



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communication for business, technical or scientific purposes. Modern dynamic life requires active learning, cognition and flexibility in order to form an independent personality capable of thinking and working creatively, generating non-standard ideas. One of the methods of developing such characteristics is the project method, which has become quite popular among teachers and students. It can be easily applied to study a foreign language in higher educational institutions. The essence of the project method is to solve a certain problem, work both individually and in a team, think outside the box and make creative results on the application of the target foreign language.

The development of methodological techniques and a set of practical tasks aimed at teaching English to cadets and students of legal specialties is the goal of this scientific article.

The object of the research is methodological techniques and technologies aimed at optimizing the process of teaching a foreign language to students in the specialties of the legal cycle.

The subject of the study is models of oral presentations, the content of which is related to legal topics.

The research methods were the analysis and synthesis of scientific sources on the stated problems, as well as the method of generalizing pedagogical experience and the implementation of effective methods of using project technology in the

educational process when teaching a foreign language in a non-linguistic university.

The theoretical foundations for studying aspects of the application of project activities in the process of teaching foreign languages were the works of both domestic and foreign scientists and methodologists (Y.S. Polat, A.A. Verbitsky, E.V. Vasilyeva, M.V. Klarin, O.V. Frolova, W.H. Kilpatrick, K.M. Woodward, Ch. Richards, A. Baker, T. Hedge, K. Meloni, S. Thompson, M. Shoolbred etc.).

The practical significance of the work lies in the possibilities of applying the results reflected in this article in educational, methodological and practical manuals that can be used in practical English classes with students of law.

Let's define the hypothesis of the study: technologies of project activity with professionally oriented topics are important in the framework of teaching communication skills to students and learners of universities of the Ministry of Internal Affairs of Russia in the academic discipline "Foreign Language", they allow you to learn how to correctly analyze material in the specialty related to police discourse, extract from it the maximum information necessary in professional formation and educational process.

The purpose of project-based learning is to find ways to develop independent creative and active thinking, to teach students not only to memorize and produce knowledge, but also to receive it independently and be ready and able to apply it in practice.

The main stages of work on the project can be correlated with the levels of competence in the field of problem solving (*to understand the problem, characterize the problem, present the problem, solve the problem, reflect on the solution, communicate the problem solution*) (The main results of the international study of educational achievements of PISA students – 2003. (2004). p. 45).

E.S. Polat defines project activity as an integrative type of activity consisting of several components such as: *professional activity, culturological, motivational, cognitive, reflective, communicative, functional and technological, informational* (Polat, 2007).

We distinguish the following stages: *choosing a topic; search for information; processing, comprehension of information; development of a project; preparation of a presentation for the project defense; project defense.*

The main principles on which the project methodology is based are: taking into account the individual characteristics of the individual; increasing the level of autonomy of students, subject-subject educational cooperation; activation of cognitive thinking activity; connection of the project idea with real life /future professional activity; increasing the level of internal motivation for cognition.

According to the American educator and psychologist W.H. Kilpatrick, projects consist of four stages: goal definition, planning, implementation and evaluation. He

argues that the unity of all four stages initiated and completed by students is an ideal progress in education. W. Kilpatrick believes that only when students show “freedom of action”, they are able to acquire independence, the power of judgment and the ability to act (Kilpatrick, 1918).

There are two main models of the project method that are used in the educational process today. According to the model of K. M. Woodward, students study and develop their skills through training and creatively apply them in the process of project implementation (Woodward, 1887). However, in the Ch. Richards' model training is not a continuation of the project itself, but is integrated into it, revealing the various interests of students (Richards, 1900).

Results of the study and discussion

The article in question is devoted to the use of the method of students' oral presentations in English classes in the educational organization of the Ministry of the Interior, which contributes to the development of their professional conversational skills. It is believed that the use of oral presentations in the EFL group is important because of their positive impact on the level of language proficiency of students. Some students do not like to speak in the audience. Moreover, they do not have the opportunity to speak this language outside of their country. So, if a cadet does not practice English in class, he may never speak it at all. It is known that it is impossible to learn to speak any language by observation.





should be playful; these skills are a continuation of oral communication. Presentation is one of the practical exercises used in oral speech courses to develop students' communication skills (Hedge, 2000).

Oral professionally-oriented presentation is conducted in an organizational setting and with a time limit. The presentation should be carefully structured. In addition, speakers can reinforce their speech with visual aids. K. Meloni and Sh. Thompson argue that if an oral presentation is conducted under the guidance and in an organized manner, it will give students a learning experience and teach them an important skill that will be useful for ESL/EFL in all their educational disciplines, and then in their further professional activity (Meloni & Thompson, 1980).

From the point of view of the researchers B. Chivers and M. Shoolbred, "making a presentation is a very good learning experience" (Chivers & Shoolbred, 2007). At the end of the oral presentation, the speakers give their audience the opportunity to ask questions about things that they do not understand. Upon completion of their work, the speakers give answers to the questions received from the audience.

Presentations can have different purposes, depending on what type of it student wants to introduce. It is important to take into account the purpose of the presentation, because it depends on how this or that information will be submitted to the

audience. There are four main types of presentations.

1. Informative

The purpose of an informative presentation is to convey information to the audience. This type of presentation is based on facts and statistics. It is very important that the student has done his research well; try not to include inaccurate or unreliable information. For instance: *"The danger of cyberbullying"*, *"The Growth of Juvenile Delinquency in Russia and the USA"*, *"My Family Tree"*, etc.

2. Instructional

The purpose of the training presentation is to give the audience instructions. This type of presentation aims to guide the audience and show them how to do something. It is helpful to provide clear images and diagrams or step-by-step instructions that are easy to follow. For example: *"Rules for examining a crime scene by an investigative team,"* *"Ways to protect yourself in cyberspace,"* etc.

3. Motivating

The purpose of an exciting presentation is to intrigue the audience and touch their emotions. This type of presentation usually focuses more on current events, such as social/political issues that are worth discussing in practical classes in a foreign language in an educational organization of the Ministry of Internal Affairs. An example of this type can be the answer to the topic *"The World of Legal Professions"*, *"What is the Problem with Guns in America?"* and many others.

4. Convincing

The purpose of a convincing presentation is to convince the audience of a certain point of view. This presentation should contain a clear argumentation and allow the student to express his opinion. The teacher should instruct the students so that they do not express their statements too biased. It is important that they also take into account the point of view of other people. For example, students can get answers to the topics: *"Cryptocurrencies"*, *"Is it Possible to Live without the Internet"*, *"Education Should be Available to Everyone as a Human Right"*, etc.

Moreover, when preparing projects within the framework of the program of teaching a foreign language in the area of professional communication, students of academic groups specializing in "Legal Support of National Security," "Economic Security," "Law Enforcement" touched upon, for example, such topics as: the development of new methods of investigating crimes in the field of computer information, the compilation of criminals' identikits, preventive measures for reduction of traffic accidents, peculiarities of the development of forensic techniques of crime investigation in our country and abroad, the improvement of the national security system for preventing terrorism and extremism, and many others.

In the process of working on projects, students got the opportunity to use new language material, combining it with previously learned; transfer of knowledge, skills and abilities to a new context of their use.



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Thus, the intensity of acquiring a foreign language speech experience, confidence in the performance of speech actions and the improvement of communication skills – conducting a discussion, defending one's point of view, and concise presentation of one's thoughts increased. Each type of project had a certain type of coordination, phrasing, the statement of the problem/task, goals and ways to solve the problem were indicated, sources of information, analysis of the data obtained, deadlines, etc. were recorded.

The students experienced the greatest difficulties in the course of working on projects at the stages of

choosing a project topic (45% of respondents), developing their own solution to the problem (34%) and defending the project (21%). At the same time, the survey participants noted that from the point of view of using a foreign language, the most difficult were the stages of information processing (41% of respondents noted it), project defense (30%), as well as the development of their own solution to the problem (29%).

Our survey of study groups showed a positive attitude of students to this type of work. At the same time, they noted some difficulties. Questionnaire data are shown in Fig. 1.

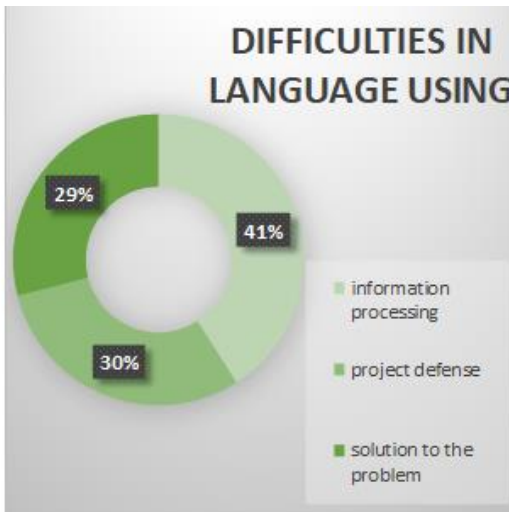


Fig. 1. Students' assessment of difficulties in solving tasks when working on a project in a foreign language.

Thus, we see that when using the project method in teaching professional intercultural communication, students gain additional experience necessary for the development of project competence. We can conclude that versatility is one

of the characteristics of project activities. Properly organized work on a project in foreign language classes not only forms intercultural communicative competence, but also allows learners to simultaneously form professional, social competencies, and

as a result, another goal of higher education is achieved – the formation of project competence.

Conclusions

Thus, we state that the development of oral speech skills using the project method facilitates the speaker's communication in various speech areas, which can lead to higher professional growth. The project technology based on oral presentations has proven to be an effective teaching method that can also be successfully applied to the development of writing skills among students. The approach under consideration includes all the communicative competencies in the development of a written project and makes writing bright and exciting.

Oral presentation ranges from discussion and active group interaction to individual or group analysis of published resources, interviews and critical remarks of the study of an interesting problem. The created document is a logical product, the result of several stages and general work. The project method based on oral presentations can be widely used in English classes in order to balance the time when mastering various language skills in a non-linguistic higher educational institution.

It is impossible not to note the shortcomings and difficulties that the teacher is faced with when implementing the project technology. The method requires a lot of time and special training of the teacher; if students are not familiar with group work, this leads to unequal workload; in monolingual groups, during the work on the project, students use their

native language for communication, and foreign language – only during the presentation/defense of the project.

In conclusion, the project method is an effective tool for developing intercultural communication skills, but its maximum efficacy depends on specific pedagogical conditions that support the development of project competence in teaching a professional foreign language.

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