

Project technology in the development of communicative competence in schoolchildren: Extracurricular classes of Russian language

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Abstract

The article considers the project technology as a way of forming the communicative competence in students during extracurricular activities connected with the Russian language, the importance of this pedagogical technology in the organisation of teaching and educational work that allows the teacher to deepen the knowledge and skills of students obtained during the lesson. The project technology has a wide educational impact on the student in extracurricular activities connected with the Russian language: they reveal individual characteristics and abilities of students; enrich personal experience of students and their cognitive interest and develops the desire to be involved in a productive activity approved by society. The use of project technology in extracurricular classes allows the teacher to consolidate the knowledge of students in the vocabulary and phraseology of the Russian language, expand the vocabulary of students; promotes the development of their speech, logical thinking, improving the skills of expressive reading and the implementation of interdisciplinary communications.

Keywords: Project technology, communicative competence, Russian language, extracurricular activities, methods of language teaching

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1. Introduction

In the Russian Federation, communicative teaching of the Russian language in accordance with the concept of modernisation of education acquires special significance, as communicative competence acts as an integrative one and focused on achieving practical results in mastering the Russian language, as well as on the education, upbringing and development of the student's personality. The Russian language teacher's task is to provide conditions for the productive activity of students, the development of their cognitive activity and creative abilities and the formation of the communicative competence of students (Hymes, 1972; Martyanov, Gorobets & Novak, 2016).

Extracurricular activities as the most important form of teaching and educational work organisation are important in the modern school as it allows the teacher to deepen the knowledge, skills and skills of students obtained in the lesson. Created during extracurricular activities, the Russian speech microenvironment prepares students for speech activity in Russian. Extracurricular activities contribute to the expansion of the linguistic outlook of schoolchildren and the development of their linguistic flair; they instill love and respect for the Russian people and the Russian language, the skills of independent work with books, with dictionaries and other reference literature (Erofeeva & Galeev, 2017).

Extra-curricular work connected with the Russian language is an important component of the educational process at school; it makes it possible to implement the requirements of the federal state standard in solving the problem of communicative language personality formation. The new methodological content of the educational process contributes to the improvement of extracurricular activities: new forms of extracurricular activities appear, and modern educational technologies and active methods of instruction are more often used (Kryukova, Zakharova, Dulina & Yusupova, 2017).

In the list of modern teaching methods of teaching the Russian language among various pedagogical technologies that are designed to solve the tasks of forming communicative competence of students, and activating cognitive activity, the leading place is occupied by the project technology characterised by such qualities as *creativity, innovation, efficiency, productivity, empathy, reflection*.

The project technology is aimed at developing students' self-organisation, self-education, comprehension of educational activities from the standpoint of the approach based on the system of values. According to the definition of Azimov and Shchukin (2009), the project technology creates conditions for cooperation in the 'student-teacher-group' system; it is based on the idea of students' interaction in solving learning problems, in which trainees acquire work and effective communication skills in the team (Azimov & Shchukin, 2009).

According to Uzunboylu and Genc (2017), content analysis that was initiated with the search conducted on Scopus database with the keywords 'mobile learning and foreign language learning' and restricted to EFL teaching and learning, five themes were specified and a total of 32 documents were accessed and the documents were analysed with regard to the specified themes. According to this, when the distribution of the documents by the years published from the years 2005 to 2017 was analysed, the studies conducted on EFL teaching and learning through the mobile learning method increased in time while the highest number of studies, 12, were conducted between the years of 2011 and 2016. It is noticeable that there were no studies conducted in 2006 and 2008.

Among the variety of innovative student-centred language teaching technologies, we highlight the project-based method and willingly implement it in our classroom and out-of-class activities. In our opinion, the project-based method quite fits within the traditional teaching process based on the class-lesson system without affecting the content of the training, defined by the educational standards for base level. The project-based method is a genuine pedagogical technology, which provides both successful learning of material and building a team, to ensure the intellectual and moral development

of students in an atmosphere of friendly cooperation (Bondar, Kulbakova, Svintorzhitskaja, Pilat & Zavrumov, 2016).

The aim of this study is to investigate how the Russian language is taught by using a project-based method and which tools are used. The objective is to make the necessary arrangements, in order to be more efficient in education, to identify the deficiencies, as well as the benefits. Necessary measures can be taken according to the results.

2. Methods

The study was conducted employing document analysis and related content analysis among the qualitative research methodology. The document analysis was restricted to project technology teaching and learning. The basic process in content analysis is to compile similar data within the framework of specified concepts and themes and interpret them organised in a way that readers can understand (Yildirim & Simsek, 2006). Content analysis is a scientific frame that allows systematic analysis of written, verbal and other resources (Tavsancil & Aslan, 2001). Cohen, Manion and Morrison (2007) define content analysis as presenting the messages included in the existing documents briefly and succinctly.

Project activity was first introduced to school education in the early 20th century in the US: American scientists Dewey, Kilpatrick, Collings singled out the leading principle of learning – ‘learning by doing’ (Dewey, 1916), according to which students conducted their own research in which creative material (educational product) made it possible to explain scientific and life phenomena.

The essence of this principle has been preserved in the modern methodology of project and research activities. However, the universal methodology for organising research and development activities has not been created yet, since, on the one hand, the groups of students differ in their age, individual characteristics, levels of intellectual and creative development, and, on the other hand, the concrete method of research always depends on the nature of the object under study and the objectives of the study.

In the design and research activities at each of the stages of work form communicative universal learning activities (ECD). Below is a table that describes the formed communicative ECD at each phase of research activities.

In project and research activities, communicative universal educational (CUE) activities are formed at each stage of the work. Below is a table that describes the communicative CUEs being formed at each phase of research activity.

| Methods | Activities | CUEs |
|---|--|---|
| Projecting | Identify contradictions, formulate the problem, determine the research objectives, put forward hypotheses, choose research methods, make a plan | Formulation of own opinion and position, comparison of different points of view, decision-making, organisation and cooperation with the teacher and peers, the use of adequate language tools to reflect thoughts, motives and needs. |
| Motivation and activation of cognitive activity | Work with various sources of information, analyse, systematise the information received on the research topic, determine the conceptual research apparatus, record the results obtained and discuss the results with the teacher | The consideration of different opinions and the desire to coordinate various positions in cooperation, the argumentation of students’ points of view, the implementation of mutual control, the adequate use of speech tools for solving various communicative tasks, the possession of oral and written speech, the construction of monologic utterance, the |

| | | |
|------------|--|--|
| | | <p>ability to persuade, display in speech (description, explanation) the content of the actions to be performed, conducting a dialogue, participating in a collective discussion, participating in a discussion, mastering the monological and dialogical forms of speech according to grammatical and syntactic norms of the native language</p> |
| Reflection | Correlate the goals and results of the study, evaluate the correctness of the choice of theoretical and practical research methods | The consideration of different opinions and interests, the substantiation of one's own position, empathy as a conscious understanding and empathy for the feelings of others, an awareness of the basis of one's own actions and the personal significance of the result obtained |

3. Results

The main idea of the project technology is to develop the cognitive activity of the students to the surrounding world and to oneself. It is also important to take into account the potential of scientific research to implement this relationship in the practical design and research activities of schoolchildren at the level of basic education. Therefore, the personal result of the project-research activity is the *research position*, i.e., a special manifestation of the personality that expresses an active, proactive attitude of the learner to knowledge and the way to get it, is the position of the person perfecting himself (Novikov, 2000; Polat, Bukharkina, Moiseeva & Petrov, 2009).

The impetus to the implementation of the project is a correctly formulated problem, which raises the need to analyse the very problem and the causes of its occurrence. The results of the projects can be presented by two types: 1) *product results*: model, algorithm, album, book, film, methodological development, exhibition, new educational programme; 2) *results-effects*: social, cultural, psychological changes that will occur as a result of the project.

Pedagogical practice shows that the application of technology for project and research activities in general during the lesson is a very difficult task for the teacher, so the pedagogical potential of the technology is revealed in extra-school activities of schoolchildren which is not limited by formal frameworks. Such conditions make it possible to implement the research methodology.

The organisation of project and research activities during extracurricular classes can be carried out one by one or several subjects. Polat and other scientists note that interdisciplinary projects are carried out after classes and affect two or more subjects. As a result of the implementation of interdisciplinary projects, new ideas are born to learners, a new motivation arises in the course of interaction (Polat et al., 2009).

We present a plan for an *interdisciplinary project on the topic 'A man collected words'* which can be implemented within the framework of a linguistic week devoted to the life and work of Dahl. In the process of this project activity, communicative competence is formed in students: the richest material of 'The Explanatory Dictionary of the Living Great Russian Language', the collection 'Proverbs of the Russian People', tales and stories allows the teacher to consolidate the students' knowledge of vocabulary and phraseology, expand the vocabulary of schoolchildren, development of their speech, logical thinking, improving the skills of expressive reading, the implementation of interdisciplinary communications.

| Methods | Activities | CUEs |
|---|---|---|
| Scientific conference dedicated to the creative work of V.I. Dahl | Students prepare reports on the topics: 'V.I. Dahl—the greatness of Russia', 'The meaning of the 'Explanatory dictionary of the Living Great Russian language' of V.I.Dahl for the development of Russian lexicography', 'Phraseologisms in the 'Explanatory Dictionary of the Living Great Russian Language', 'V.I. Dahl and A.S. Pushkin', 'V.I. Dahl as a writer', 'V.I. Dahl as a doctor', 'Our Great Countryman' | Russian language and literature, history, geography |
| Linguistic newspaper | Notes on V.I. Dahl and his work, statements about the 'Explanatory dictionary of the Living Great Russian language', thematically selected proverbs, riddles, sayings from the collection 'Proverbs of the Russian people', illustrations of pupils for V.I.Dahl's tales, photographs of places connected with V.I.Dahl, quiz questions | Russian language and literature, history, geography, painting |
| Oral linguistic journal | The name of each page of the magazine before its opening is held in the hands of the narrator, dressed in national costumes. <i>The first page 'Not to pass for, but to be' (the slogan of V.I. Dahl).</i> The page can be organised in the form of a story about V.I. Dahl's life in the form of installation. <i>The second page 'Krasna rech' poslovitsej'.</i> The narrators talk about proverbs and sayings V.I. Dahl, hold a quiz. <i>The third page 'Treasury of the Russian language'.</i> Narrators talk about the 'Explanatory dictionary of the Living Great Russian Language' of V.I.Dahl. | Russian language and literature, history, geography, painting. |
| Theatrical performance | Staging: 1) novels of M.A.Bulatov, V.I.Porudominskij 'A Man collected words' about V.I. Dahl (the young midshipman); 2) the tales of V.I. Dahl 'War of mushrooms with berries' | Russian language and literature, painting, music, theatre extra classes |
| Verbal excursion | Members of the local history expedition conduct a verbal excursion. They talk about V.I. Dahl's connections with the Ukrainian city of Voroshilovgrad. The excursion is accompanied by a demonstration of reproductions and photographs or transparencies (portraits of V.I. Dahl, his father, the view of the banks of Lugan', the house-museum of V.I. Dahl, the monument to V.I. Dahl). | Russian language and literature, history, geography, local history. |

4. Discussion

It's important to notice that in the research studies of last years, many Russian methodologists: Alekseeva (2007); Safonov (2004); Solovova (2002) and others propose to cite the list of components of the subject maintenance of foreign communicative competence in compliance with All European competences (Fahrutdinova, Fahrutdinov & Yusupov, 2016). In their point of view, the project-based method allows to solve the didactic task of making a transition from exercises making to direct

cognitive activity requiring certain linguistic means; significantly increases autonomous work of students and diversifies foreign language classes, turning them into a research and discussion club where students solve interesting and actual problems that have a practical implementation, taking into account cultural peculiarities and based on intercultural interaction (Bondar et al., 2016).

Component structure of communicative competence was defined by Bim (1988) relative to the subject 'Foreign language', one of the first among the Russian scientists.

Interdisciplinary projects can be organised in different ways. For example, teamwork in interdisciplinary discovery projects can be linked to curricula and include a partnership between learners and educators, librarians and members of the public through a collaborative strategy. Naujokaitis (2002) identified the following elements of the strategy of cooperation:

- social skills (students should acquire the interpersonal skills necessary for teamwork, the teacher's participation here should be minimal);
- constructive interrelation (students should understand that they will only achieve the goals of their research when other schoolchildren do this and a positive relationship must be developed);
- personal responsibility (students need to understand that each of them is responsible for a certain aspect of the work and must fully support its implementation);
- teamwork (team members understand how to work well together and see that this activity increases effectiveness, develops a strategy for joint learning).

Projects included in traditional courses constitute the most appropriate option for integration of project methodology in educational process because they provide the use of the material of the course to organise the autonomy work of students. It is important to ensure that projects focus not only the external (visual) result but also observe the basic principles of the project-based method implementation and organically solve problems of educational and creative nature (Yermakova et al., 2014).

5. Conclusion

Our observations confirm the fact that the project technology is able to form the communicative personality of students in extra-curricular activities. Knowledge of the native language, ability to communicate, to achieve success in the process of communication are those characteristics of the personality that in many respects determine the person's achievements in almost all areas of life, contribute to his social adaptation to the changing conditions of the modern world.

The project activity allows students to quickly and correctly navigate in the conditions of communication, find adequate means of expression and provide feedback. In the process of searching and acquaintance with the sources of knowledge, students master the skills to identify, analyse, compare phenomena and facts with their various interpretations, construct their own conclusions and creative statements in oral and written form.

As a group, the student develops social norms defining its position, it has the ability to adjust. In the process of preparing a project presentation, students 'try on' different social roles: a leader and a listener at the same time, learn to perceive someone else's opinion; reflex; evaluate your work in a group and the work of others; formulate these assessments in a tolerant manner.

Working in a group, a student learns social norms, determining his/her position, can adjust it. In the process of preparing the presentation of the project, students 'try on' different social roles (the leader and simultaneously the listener), learn to perceive someone else's opinion; reflex; assess their work in the group and the work of others; formulate these assessments in a tolerant mode.

The project technology has a wide range of educational opportunities for the student in the process of extracurricular activities in the Russian language: the disclosure of individual abilities of students, which are not always possible to consider in class; enriching the students' personal experience,

expanding their knowledge of the diversity of human activities, acquiring the necessary practical skills; development of cognitive interest to participate in productive activities approved by the society (if students have a sustained interest in work in combination with certain practical skills that ensure their success in performing tasks, then they will be able to organise their own activities); the manifestation of individual characteristics of students (children learn to live in a team, cooperate with each other, take care of their comrades).

The project technology has wide possibilities of educational influence on the students in the course of extracurricular activities in the Russian language: the disclosure of individual abilities of students, which are not always seen in the lessons; enriching the personal experience of students, expanding their knowledge of the diversity of human activities, acquiring the necessary practical skills; development of cognitive interest to participate in a productive activity approved by society (if students have a stable interest in work in conjunction with certain practical skills that ensure their success in carrying out tasks, then they will be able to independently organise their own activities); the manifestation of the individual characteristics of students (children learn to live in a team, cooperate with each other, take care of their mates).

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