Development of communication skills using project methodology in English classes for senior students

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Abstract. Currently, against the background of constant changes in various spheres of human activity, there is a need to change the teaching methodology. In teaching a foreign language, special attention is paid to improving the level of learning of students. In this regard, there is a need to find new approaches, methods and teaching technologies that will allow students to easily master a foreign language and apply it in real life. Communication skills in the context of project methodology become a key component for successful learning. Thus, the article considered the stages of the organization of the project methodology, identified the difficulties faced by teachers, as well as the advantages of this method.

Keywords: project methodology, communication skills, language competencies, foreign language, the role of a teacher.
The design methodology in modern education is quite important. Thanks to this method, students can develop social skills and critical thinking, and then put it all into practice. The project method is very relevant nowadays, as its effectiveness meets the requirements of modern society.

Communicative competence is the ability to use a foreign language in practice, in real communication situations. Modern teaching methods are aimed at developing students’ communication skills and improving their communicative competence. And project work, as one of the forms of learning, acts as a more independent study and research of information, is one of the ways to achieve this goal, as it allows students not only to use their accumulated knowledge of a foreign language, but also to expand their horizons, the field of language proficiency, as well as increase the level of cultural literacy.

The design methodology was developed by the American educator John Dewey in the early 20th century. Dewey believed that learning should be based on real-world problems and tasks that fit the interests of students. In his research, he highlighted the following advantages of the project methodology: first, it is the development of critical thinking, since students must solve problems independently, come up with ideas and make decisions. Secondly, it promotes the development of cooperation skills, as students work in groups to achieve common goals. In the process of project activities, participants agree on joint actions, assign responsibilities and are able to accept different points of view. [1]

In the educational context, the application of the project methodology creates conditions for the acquisition of both theoretical knowledge and practical skills. The main advantage of the project methodology is its focus on the interests and needs of students. The main purpose of the project work is to formulate a problem situation that needs to be solved in the course of the activity. Researcher and English teacher T. Levin notes: “The target setting of project-based learning is the ways of activity, not the accumulation of actual knowledge” [2]. Thus, the project methodology primarily sets the main task of collecting...
information and material on the studied problem. In practice, teachers face mixed types of projects, which include both creative and research areas.

Projects have their own typology: (table 1)

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<tr>
<th>Typology of the project methodology</th>
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<tr>
<td>Depending on the subject-content area</td>
<td>Single-subject projects are carried out within the framework of a single academic discipline.</td>
<td>Interdisciplinary projects are carried out within the framework of several academic disciplines.</td>
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<td>Over-subject projects go beyond the curriculum and cover various fields of knowledge.</td>
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<td>Depending on the nature of the coordination</td>
<td>Educational and research projects are carried out under the guidance of a teacher.</td>
<td>Independent projects are carried out by students on their own.</td>
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<td>Depending on the number of participants</td>
<td>Individual projects are carried out by one student.</td>
<td>Group projects are carried out by a group of students.</td>
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<td>Team projects are carried out by a team of students consisting of several groups.</td>
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<td>Depending on the duration</td>
<td>Short projects are completed in a few weeks or months.</td>
<td>Average projects are completed in a few months or years.</td>
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<td>Long-term projects are completed in several years or even decades.</td>
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The use of project work in learning a foreign language increases the efficiency of learning educational material, which makes the learning process informative, developing cognitive and mental abilities, through analysis, synthesis and evaluation of work, constructing a “cycle of cognition” where students synthesize the collected material, analyze it and with the help of evaluation improve the effectiveness of work. In turn, such work increases the interest of students
in educational and research activities.

The project work takes place in four stages. At the first stage, the problem is posed, which will serve as a starting point in the study. Students highlight the goals, objectives and main aspects that are discussed in the team. Thus, this step creates an accurate understanding of the problematic issue and creates the basis for the subsequent stages of work. The second stage is characterized by the use of language skills through the formulation of situational communication on the research problem. The third stage is associated with creative activity, the result of which will be the construction of a project product. And the fourth stage shows the results of the activity, where students present the project, lead discussions and reflect on the work done. Throughout the project, the teacher acts as a coordinator and tutor in their independent research. A significant aspect of success in the implementation of the project is teamwork, organization and the level of knowledge of language competencies, which is applied at all stages, identifying by observing the teamwork of students.

“The implementation of the project method and the research method in practice leads to a change in the teacher's position. From a carrier of ready-made knowledge, he turns into an organizer of cognitive, research activities of his students. The psychological climate in the classroom is also changing, as the teacher has to reorient his educational work and the work of students to various types of independent activity of students, to the priority of research, search, and creative activities. The most difficult thing for a teacher during the design process is the role of an independent consultant. It is difficult to resist prompts, especially if the teacher sees that the students are “going the wrong way”. [3]

Thus, the role of the teacher in the project methodology is:

- In the project methodology, the role of the teacher is constantly changing; he is not the main source of knowledge, but acts as an assistant and mentor.
- The teacher helps to find the necessary information, can provide the necessary resources, and teach how to use
library resources.

- He can also provide information to students himself if it is not available. But in this case, the teacher provides information in the form of questions and tasks that encourage students to think independently and find answers.

- The teacher supports and encourages students throughout the entire process of working on the project. He helps them overcome difficulties, as students may encounter difficulties in completing project assignments. It may be difficult for them to complete a task on their own, especially if it requires outside-the-box thinking or solving complex problems. In addition, students may experience stress if they overestimate their abilities or encounter technical difficulties. The teacher gives them feedback, checks their work, gives them advice, helps them make changes and notes their progress.

In order to find out what difficulties teachers may face in the course of organizing project activities, a survey was conducted on the basis of Duly University in Taraz with teachers of The World Languages Department: (30 respondents). [4]
Thus, we found out that 40% of respondents voted for the difficulty of coordinating project tasks with the requirements of educational standards. Standards are usually focused on the transfer of specific knowledge and skills, whereas project-based methods involve a more creative approach to learning. 32% of respondents indicated a problem with the workload of the teacher. Project-based learning requires more time and effort from the teacher than traditional teaching methods. The teacher should not only develop project tasks, but also help students in their implementation, as well as evaluate the results of project activities. 28% of respondents indicated a problem in the evaluation of project activities, since the evaluation of projects is a difficult process for a teacher, due to the coverage of not only the result of the final project, but also the research process itself. Thus, teachers face difficulties in assessing the creative and individual aspects of project work (figure 1).

But despite this, the design methodology has a number of advantages. In this way, students can unleash their creative potential by showing their organizational and cognitive abilities and independence. During the research, she expands the students’ picture of the world, thus increasing their interest in educational and research activities. After all, the project methodology is aimed precisely at the real practical result of students. The use and application of the project methodology is also an indicator of the teacher's qualifications and his innovative work with students. All this contributes to the correct and effective organization of students’ independent activities. This technique has no pronounced disadvantages.

In conclusion, it can be said that the use of project work improves communication skills through teamwork, the use of communication skills based on language competencies, which improve cognitive skills and brain activity of students. Project activities contribute to the development of teamwork skills and solving situational problems through reflective analysis techniques. Independence is also developing, which contributes to the improvement of critical thinking and creative abilities. As a result, the student becomes
comprehensively developed, which meets modern requirements, thus making the personality competitive in the global labor market.

References: