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## PROJECT-BASED LEARNING AS THE PRIORITY OF THE PROFESSIONAL TEACHER

### *Abstract*

*The given article is devoted to the problem of identifying inversion in modern English prose (on the basis of "Crome Yellow" by Aldous Huxley). The authors scrutinize various types of inversion and its functions based on traditional and alternative approaches. The authors present the set of examples illustrating inversion of both types: stylistic and grammatical. The conclusions demonstrate qualitative and quantitative results of the work done. The full text of the work has been reflected in the diploma project of the student.*

*Keywords:* inversion, prose, stylistics, grammar, function.

### 1. INTRODUCTION

All the European countries use the Project based learning (PBL). Nowadays in Kazakhstan there has been an increasing emphasis on moving away from traditional teaching towards more learner-centered approach. As for the projects they are an essential part of student-centered learning process. Project work is student-centered and driven by the need to create an end-project [2].

The topic of PBL has been scrutinized by the array of scientists like Samuel Kai Wah Chu, Yin Zhang, Katherine Chen, Chi Keung Chan, Wilfred Lau (2017), Jolanta Lasauskiene, Asta Rauduvaite (2015) and others paying attention to both Internet mediated aspects and face-to-face communication.

Let us present the definition of PBL. In broader sense it's the development of confidence in using English in the real world, the world outside the classroom.

Webster's dictionary gives us the following meanings

- A specific plan or design;
- A planned undertaking;
- A task or problem engaged in usually by a group of students to supplement and apply classroom studies.

A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. The use of projects in the classroom is not a new one, and reflects the search for ways to make the learning of a foreign language as meaningful an experience as possible. Projects are a means by which learners become active participants in an experiential learning model. [1]

### 2. MATERIALS AND METHODS

**The object of the research** is the process of teacher training within the HEIs.

**The subject** is project-based learning in the field of participation of teacher trainees.

**The hypothesis** – Using Project-based Learning stimulates the teacher trainees into active participation and self-regulation when gaining knowledge in HEIs.

**The goal of the work** – is to identify the methodical peculiarities of the use of PBL when training students in HEIs.

**The objectives:**

- 1) To study literature on the topic of research;
- 2) To define the notion and various aspects of PBL;
- 3) To identify the methodical features of PBL;
- 4) To classify the types of projects;
- 5) To analyze different types of projects by demonstrating the real tasks directed to the state programme “Rukhany Zhangyru”.

The following **methods:**

-**The theoretical methods:** descriptive method (the analysis and classification of types of PBL); component analysis (investigation of each type of PBL)

-**The practical methods:** exploring method (analysis of the tasks and texts), elaborating the system of exercises for PBL.

This article deals only with some possible ways of implementation of the views on PBL focused on the angle of Kazakhstani education modernization reflected in the State Programme “Rukhany Zhangyru”.

### 3. DISCUSSION AND RESULTS

Let us present the scope of the notions in this article.

What is project-based learning (PBL)?

1. Project-based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centred lessons.
2. Project-based Learning (PBL) is a method of teaching that presents students with a problem or challenge to solve, requires them to gather information from various resources, and asks them to come up with an original solution that ends in a product or performance.
3. Project Based Learning is a systematic teaching method that engages students in learning important knowledge and 21st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks [5].

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills.

With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled teacher [4].

Concerning the skills in the field of PBL demanded by the modernization of education in Kazakhstan, it must be stated that the following ones are of the great importance:

- ✓ personal and social responsibility;
- ✓ planning, critical thinking, reasoning, and creativity;
- ✓ strong communication skills, both for interpersonal and presentation needs;
- ✓ cross-cultural understanding and respect to ‘sacred places’ in Kazakhstan (“Rukhany Zhangyru”);
- ✓ visualising and decision-making;
- ✓ knowing how and when to use technology;
- ✓ choosing the most appropriate tool for the task [4].

In PBL, students explore, make judgments, interpret, and synthesize information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge.

In other words, the Project-based Learning approach is

- ✓ an “in-depth investigation of a real-world topic worthy of children’s attention and effort” [3];

- ✓ demonstrating knowledge by means of inquiry.

Main requirements concerning the use of PBL include:

- ✓ PBL must be anchored in core curriculum and multidisciplinary;
- ✓ PBL should involve students in sustained effort over time as well as in decision-making;

- ✓ PBL is aimed at developing collaboration;
- ✓ PBL must have a clear real-world connections;
- ✓ PBL must use systematic assessment: both along the way and end product [3].

There are a couple of useful guides for designing projects in the EFL classroom. The first is a teacher resource volume by Fried Booth (1986) entitled ‘Project Work’, which recommends project planning activities for both in-class and out-of-class work.

There are three main stages of a project:

1. Classroom planning.
2. Carrying out the project.
3. Reviewing and monitoring the work [5].

#### 4. PRACTICAL ISSUES

If to speak about PBL applied to Kazakhstani education, it must be mentioned that projects occupy one of the leading places in credit system of education.

So, modern tendencies in the field of education must find their practical implementation in PBL.

Let us consider the role of PBL in realization of the national programme “Rukhani Zhan-gyry”. Having taken all of the six leading directions of the Programme, the students of the Department of Foreign Languages, 5B011900 “Foreign Language: two foreign languages” have been working over a prolonged type of the project – creating an e-Portfolio of teacher trainees encompassing the key aspects of the State Programme “Rukhani Zhan-gyru”.

77 students created e-Portfolios on the 7 Modules of the experimental disciplines “Profes-sional orients of the teacher” (10 tasks).

Let us present the results of this work (see Pic.1).



*Pic.1 The screenshot of the e-portfolio by the student*

To sum up, any project work needs evaluation. Quality project assessment involves both formative and summative feedback. During the project, students reflect on their own progress, receive formative feedback from peers and teachers, and have opportunities to improve their work and address issues raised by reviewers. At the end of the project, summative evaluations of student products and performances are provided by instructors [5].

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**ПОДАВЕЦ, О.Д., ДАНИЛОВА, В.В.**

#### **ЖОБА НЕГІЗІНДЕ ОҚЫТУ МҰҒАЛІМНІҢ КӘСІБИ БАСЫМДЫЛЫҒЫ РЕТІНДЕ**

*Бұл мақала заманауи ағылшын прозасындағы (Aldous Huxley's Crome Yellow негізінде) инверсияны анықтауға арналған. Авторлар инверсияның түрлерін және оның дәстүрлі және балама тәсілдеріне негізделген функцияларын қарастырады. Авторлар инверсияның стилистикалық және грамматикалық түрлеріне мысалдар жиынтығын ұсынады. Жұмыс қорытындысы сапалық және сандық нәтижелерді айқындайды. Жұмыстың толық мәтіні студенттің дипломдық жобасында көрсетілген.*

*Мақаланың мәнін ашатын сөздер: инверсия, проза, стилистика, грамматика, функция.*

**ПОДАВЕЦ, О.Д., ДАНИЛОВА, В.В.**

#### **ОБУЧЕНИЕ НА ОСНОВЕ ПРОЕКТОВ КАК ПРИОРИТЕТ ПРОФЕССИОНАЛЬНОГО УЧИТЕЛЯ**

*Данная статья посвящена проблеме идентификации инверсии в современной английской прозе (на основе «Crome Yellow» Олдоса Хаксли). Авторы анализируют различные типы инверсии и ее функции, основанные на традиционных и альтернативных подходах. Авторы представляют набор примеров, иллюстрирующих инверсию обоих типов: стилистический и грамматический. Выводы показывают качественные и количественные результаты проделанной работы. Полный текст работы был отражен в дипломном проекте студента.*

*Ключевые слова: инверсия, проза, стилистика, грамматика, функция.*

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## **I КУРС СТУДЕНТТЕРІНІҢ ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ ОҚУҒА БЕЙІМДЕЛУІНІҢ КЕЙБІР МӘСЕЛЕЛЕРІ**

### **Түйіні**

*Ұсынылған ғылыми мақалада бірінші курс студенттерінің жоғары оқу орнына бейімделу мәселелері айқындалды. Студенттердің оқу іс-әрекетіне деген қызығушылығының төмендеуі, топ арасында өз орнын табуы,*