

**FOREIGN LANGUAGE IN EDUCATIONAL RESEARCH
AND PROJECT RESEARCH ACTIVITIES OF STUDENTS**

Статья посвящена вопросам учебно-исследовательской и проектно-исследовательской деятельности при изучении иностранного языка. Представлены формы и способы организации учебно-исследовательской и проектно-исследовательской деятельности в иностранном образовании. Обосновано применение аутентичного иноязычного материала в учебном процессе, что способствует формированию метапредметных компетенций, при этом учитываются собственные потребности и интересы обучающегося как личности, его будущая профессия. Результат работы зачастую становится практическим подтверждением приобретенных новых социальных знаний и опыта. ©

Ключевые слова: учебно-исследовательская деятельность; проектно-исследовательской деятельности; иностранный язык; тематика.

The article considers the question of using educational and project research activities in learning of a foreign language, describes the forms and methods of organizing educational and project research. The use of authentic foreign language material in the educational process promotes the development of meta-competences. The learners personal needs and interests and their future profession choices are taken into account. The results of the work often prove in practice that new social knowledge and experience are acquired.

Keywords: educational research activity; design research activity; foreign language; themes, project.

Educational and project research activities, which have recently become ever more widespread at modern educational institutions, take a leading role among the latest technologies. They help to strengthen individualization of the learning process, to search for optimal combination of theory and practice, to keep students' knowledge and skills up-to-date, and to encourage students to resolve their everyday issues themselves. For such activities, cooperative or group learning based on the principle 'train the trainer' is typical as achievements of one student in the process of such activity become those of the entire group.

A project activity allows students to act as authors and initiators, strengthen their creative endeavors, broaden their outlook and develop their language skills.

Involvement in web-based projects raises the level of their practical knowledge of English as well as their computer skills and, most importantly, develops independence and leadership skills. In the course of project activities, it is a student who takes the responsibility for deliverables. The most important thing

is that a student, not a teacher, decides what the scope of the project is, in what form and how the project should be presented. The project is an opportunity for students to come up with their ideas presented in a form they design and find convenient.

Educational and project research activities with using linguistic material help to create a unique situation in the natural language environment that contributes not only the study of a foreign language, but also realize the cultural-forming function of education: the acquisition of social knowledge, the primary understanding of a different social reality, and the development of cultural tolerance values of other nations.

The application of educational and project research activities at foreign language classes demonstrates that students:

1. Achieve good progress in learning foreign languages.
2. Have a good opportunity to apply their computer skills in practice and can use other multimedia teaching aids.
3. Understand the need for interdisciplinary links.
4. Unlike traditional learning method, the project method provides a number of benefits including the key advantages.
5. Students are better motivated to study a foreign language.
6. Knowledge of various subjects is visually integrated.
7. There is an environment for creative activities and workmanship.

The main stages for educational work in a foreign language are the generally recognized stages:

1. Definition of the problem.
2. The hypothesis.
3. The choice of methods.
4. Research: working with sources, analysis of facts.
5. Presentation of the results.
6. Public presentation of the results.

The main advantage of research activity in comparison with a traditional educational lesson is that it is based on the joint activity and cooperation of teachers and students, takes into account the student's own needs and interests.

There exist a number of classroom project types: practice-oriented, research, information gathering, creative, role [1].

Forms of organization of educational and research activities in a foreign language can be:

Educational cultural excursions, expeditions, meetings with native speakers of a foreign language;

Student research community;

Organization of discussions, round tables, debates, intellectual games, public defense of design and research works;

Participation of students in olympiads, conferences, competitions, subject decades, intellectual marathons, the implementation of educational research or their elements as part of these events.

Each of the project types mentioned implies verbal and non-verbal communication, which defines the corresponding studies procedure including learning inside and outside the classroom. The major part of project preparation is devoted to out-of-classroom segment (information search, processing, analysis and exchange). This form of studying provides students with freedom in the process of studying, which, in its turn, gives many benefits in terms of enjoyment, personal development, motivation and even increased subject performance.

1. For the purposes of this article, it is also advisable to point out the following features of the project method:

2. Long-term research activities are designed, implemented, and assessed by students themselves.

3. The learning process covers all types of foreign language activities.

4. Knowledge, skills and competences representing various areas of science and students' personal experience are well-integrated.

5. Active classroom and out-of-class activities are encouraged.

6. A certain end product, such as a written document, a published brochure or newspaper, video etc. will be obtained.

Thus, we can assume that teachers can drive the students to learn the language and sustain students' interest in language learning through the activities that are:

- Interrelated between in-class and out-of class language activities;
- Communicative (game type);
- Integrative (short/small activities form larger activities);
- Enthusiastic;
- Group-based;
- Meaningful or relevant;
- Challenging [2].

Our school has developed a certain system of working with students to increase the motivation for research activities in a foreign language. The work of English teachers is aimed at the development of intellectual and creative abilities, students through various forms and methods of organizing the activities of students, both in the classroom and after school hours. A traditional type of work with children is the subject decade. The most diverse forms of its holding are used: contests, quizzes, intellectual games and marathons.

Every year students of our school take part in competitions (conferences) of a research character in the English language and become winners of the city and regional levels.

Thus, the organization of students' research activities is considered today as a powerful innovative educational technology. Student research management will be successful if:

- Forms and methods of students' research activities are enriched by variability;
- The teacher has a good command of student research management;
- The subjects of this activity participating in it (owning modern methods of searching, processing and using information, can use various research methods).

References

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