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Project Activities in the Process of Teaching Foreign Students

Actividades de proyectos en el proceso de enseñanza de estudiantes extranjeros

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ABSTRACT

Foreign students who are trained in a country other than their own, face psychophysiological, educational, linguistic, didactic, sociocultural and other difficulties. To solve these problems, interactive forms of teaching are offered, in particular, the use of innovative technology, which is project-oriented student teaching. The study proposes a number of projects that foreign students could create in the first year of learning the russian language. The research projects proposed in the article have been tested at the Moscow Polytechnic University and at the Volgograd State Technical University.

Keywords: Foreign students, pedagogical technologies, project teaching, russian as a foreign language.

RESUMEN

Los estudiantes extranjeros que se forman en un país distinto al de ellos, enfrentan dificultades psicofisiológicas, educativas, lingüísticas, didácticas, socioculturales y de otro tipo. Para resolver estos problemas, se ofrecen formas interactivas de enseñanza, en particular, el uso de tecnología innovadora, lo cual es la enseñanza estudiantil orientada a proyectos. El estudio propone una serie de proyectos que los estudiantes extranjeros podrían crear en el primer año de aprendizaje del idioma ruso. Los proyectos de investigación propuestos en el artículo han sido probados en la Universidad Politécnica de Moscú y en la Universidad Técnica del Estado de Volgogrado.

Palabras clave: Enseñanza de proyectos, estudiantes extranjeros, ruso como lengua extranjera, tecnologías pedagógicas.

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INTRODUCTION

This article focus on the use of innovative technology of project-oriented methods of teaching students.

The experience gained for the time being in implementing project-oriented activities in the training of future specialists has shown that this type of activity improves the quality of educational processes and results, helps students to experience practically the theoretical knowledge acquired in the audience at lecture and seminar classes (Frolova et al.: 2019, pp.337-356; Tadeu et al.: 2019).

The benefits of project-based learning are explained by such facts as:

It solves a significant number of different pedagogical problems: it ensures the formation of a number of universal and professional competencies, fosters students' determination and responsibility, and contributes to the development of their ability to introspect. The main advantage is that it allows each participant in joint work to independently find "their independent stand" in the project, to fulfill the task that is really interesting to him or her, thereby revealing and bringing out the person's creative abilities that were previously in a latent state (Sazonova et al.: 2015, pp.114-118; Cernevičute & Strazdas: 2018, pp.503-516);

- Increases the level of professional preparation of specialists (Fedulova et al: 2019, pp.1059-1073; Frolova et al: 2020, pp.2228-2242);
- Reduces the time of students' adaptation to specific production tasks at enterprises (Franco & Bedin: 2019, pp.118-129; Nagimzhanova et al.: 2019, pp.351-368; Samusenko et al.: 2020);
- Improves the quality of training of future engineers;
- Reduces the risks of young experts leaving for other practice areas;
- Guarantees university graduates specific advantages in the labor market.

The experience of project-oriented activities has shown good results, because consumer passive assimilation of the finished knowledge received from the teacher gives way in this case to an active, creative approach.

As a rule, projects require in-depth knowledge of the problem and develop the ability to search for new information (Borodina et al.: 2019; Saenko et al.: 2019, 2020).

In addition, in the course of their implementation, a whole series of personal qualities are formed, such as critical thinking, ability to solve problems, teamwork, as well as a full set of communicative skills, including listening, oral communication and writing (Akim et al.: 2019; Ishchenko & Magsumov: 2020).

While working on a project, students develop the skills that they will need in the future: process management, understanding client requirements, interpersonal communication and teamwork, conflict resolution, problem solving, risk reduction, creativity and intuition, regulatory constraints, aesthetic taste (Ziyatdinova & Sanger: 2015; Villalobos et al.: 2018; Ramírez et al.: 2019). As a modern researcher notes, "the inclusion of real-life projects in the educational process of a technical university is a unique and invaluable educational experience. This approach is often called project-oriented or problematic. Project training is one of the modern pedagogical technologies, where the student becomes the protagonist (student-centered approach)" (Ziyatdinova & Sanger: 2015).

Problem Statement

When it comes to foreign citizens, the question of project activity is usually not raised, since it is believed that it is not applicable at the initial level of learning Russian as a foreign language. Much has been said that at this stage, high-quality and effective learning requires social adaptation. We are not talking about project activities at all, since it is believed that in the first year of study there are enough difficulties that foreign students must overcome: the language barrier, socio-cultural adaptation, etc (Tarasova et al.: 2019; Garnov et al.: 2020; Ryazantseva et al.: 2020).

Meanwhile, in our opinion, it is precisely in the humanitarian sphere in the process of teaching the Russian language at the initial stage the inclusion of project activities in the educational process in the second semester is quite acceptable, as it enhances better learning, makes for more effective development of language skills. It is during this period that it is possible to lay the first skills of project activities in the humanitarian field of knowledge that will be useful to foreign students in the future, at senior courses, when the language barrier disappears and when foreign students can be included in project activities in technical disciplines along with Russian students (Gabidullina et al.: 2019, 2020).

Researcher E.G. Krylov in his article "Peculiarities of teaching foreign students to engineering disciplines" raises the question of teaching foreign citizens by the method of project activity, since it is precisely this pedagogical technology that enhances motivation to learn Russian as a foreign language.

Krylov offers to stimulate motivation using the project method (foreign students are invited to carry out any projects on an optional voluntary basis). In such classes, students can complete a course project, some projects to create a mechanism, participate in Olympiads in technical subjects (Krylov: 2014).

Research Questions

Scientific researches highlight various aspects and aspects of students' project activities.

Unlike other studies on this topic, this paper deals with the statement that the implementation of project activities as a pedagogical technology is possible already at the initial stage of teaching foreign students in the process of learning Russian, which they master as a means of further learning and getting education at a technical university.

Turning to the project method at the initial stage of teaching foreign students Russian not only increases the motivation of students and contributes to the processes of socialization and acculturation, but also helps to improve the quality of knowledge in terms of the new language, increases the language level, and makes it possible to quickly overcome the language barrier.

It is extremely important for students to carry out socially significant work, during which they "acquire skills that allow them to significantly broaden their horizons, realize their interests, reveal their creative abilities, and, as a result, reasonably choose the sphere of socially useful activity that is most suitable for their mentality" (Sazonova et al.: 2015).

We should add that the organization of professional activity in the training of students in the humanitarian field does not lead to the creation of any material and technical object (Prodanova et al.: 2019; Anisimova: 2020; Abulhanova et al., 2019; Shaimardanova et al.: 2020). The use of the method of professional activity in the humanitarian sphere (Russian language, literature, history, cultural studies) helps the mental and spiritual development of the personality, its psychological formation (Ivygina et al.: 2019, pp.288-314; Tsvetkova et al.: 2019, pp.598-612; Gapsalamov et al.: 2020, pp.133-150).

Purpose of the Study

The purpose of the study is to describe a number of projects that foreign students could create at the initial stage of learning the Russian language, mastering the skills that in senior courses will help them successfully implement complex multidisciplinary projects.

METHODS

The comparative, functional and linguistic research methods have been used during the study. The research projects proposed in the article have been tested at the Moscow Polytechnic University and at the Volgograd State Technical University.

RESULTS

So, the following types of students have participated in the research: a) students of a technical university, b) foreign students of a Russian university, c) foreigners studying at the initial stage of learning the Russian language, that is, in the first or second years of study. Let us dwell on the projects that can be introduced in a group of students indicated above. As a rule, projects that are implemented among foreign students at the preparatory faculty should be carried out under the direct and explicit supervisor's control, since students at this stage of study are at a fairly low language level. That is why, in the process of preparing the project, they need the unobtrusive help of the teacher, who gradually helps to develop this project. For students, even at this level, both individual projects, and group ones can be offered. To begin with, we will consider individual projects that are of research nature and are designed for a long-term period of creation (in the case of learning Russian as a foreign language at the initial stage of training up to one year).

1. It has been a tradition at the Moscow Polytechnic University for several years that the projects that are offered to students for analysis belong to the linguistic types and, most often, they are of comparative nature lying in the field of comparative linguistics (students compare their native and the Russian languages at different levels). Practice has shown that students at this stage of studying the Russian language can do a comparison of Russian and their native languages (Spanish, Arabic, Chinese, Vietnamese, French, etc.) in the field of grammar, vocabulary, syntax, phonetics. The result of their activity may be the creation of such research projects as: "Borrowings in Russian and Spanish", or "The case system of the Russian and French languages", or "Common and different peculiarities in the aspect-tense system of verbs in Russian and Arabic".

Students engage in their research work both independently and consulting the teacher, which may result in writing a scientific article and creating a presentation on the topic under study. In the process, the teacher helps the student to formulate the research problem, its subject, object, tasks, method, helps to determine the methodology, find the necessary arguments. The project can be presented both in a group and at a student conference in the humanitarian section. A good final result will be the publication of a student's research work in collections of scientific articles.

This type of project activity helps the student develop, first of all, critical thinking, which incorporates other types of thinking: analytical, associative, independent, logical, as well as systemic. In the process of working on any project, foreign students learn to obtain information in a foreign language, learn to work with literature, expand their knowledge in Russian, deepen their knowledge in the field of intercultural communication. This is extremely important for them, both at the initial stage of training, and at the undergraduate level of a Russian university.

Researcher G.L. Ilyin rightly believes that the most important feature of project-based education is the development of the learner's ability to extract and create knowledge from the information received, that is, it is important to use not only ready-made knowledge, but also the "semi-finished product", which is often the information itself. Against the background of the multiplicity of educational information, the main task of education is learning to work with information and turning it into personal knowledge (Ilyin: 2016). And we should agree with the opinion that the main value of such work is that "the student not only learns ready-made ideas and concepts, but also obtains information himself, builds with its help his own project, his own understanding of the world" (Ilyin: 2016).

2. An interesting research project that can be created in different fields (natural-scientific, culturological, literary-creative, linguistic) can be a term paper. The system of work on the preparation, writing, and defense of term papers on the topic "Science" has been repeatedly tested at the Russian language department of the Volgograd State Technical University. This project belongs to an individual type, which is carried out under the open (explicit) supervision (control) of a teacher. Due to the fact that a foreign audience needs to be adapted to the requirements of a Russian university, the course project is considered as the first step towards developing students' research skills, therefore, coordination of students, involved in this project, is necessary. The supervision of a term paper is carried out by both teachers of the Russian language and teachers of natural sciences. The project is considered as long-term and has an individual character.

When choosing a topic, the future specialty of students is taken into account. So, students of engineering profile are interested in the following topics: "Internet in modern life", "Information protection", "Bridges and transport tunnels", "Laser and laser technologies", "Science and environmental protection", "Atomic energy and sight into the future of the 21st century", "Global warming", "Interesting riddles around Lake Baikal", "Chemistry around us", etc. (Filimonova & Seregina: 2016, pp.22-26).

In senior courses, foreign students do term projects independently. And only at the initial stage, teachers step by step guide the writing of term papers. Given that in subsequent years, foreigners will regularly perform such types of work, teachers prepare them taking into account all the necessary requirements.

The process of writing a course project develops the horizons of foreign students, the depth of thinking, becomes for them the first attempt to find a solution to emerging intellectual problems, helps them develop research skills (Filimonova et al.: 2012). At the Moscow Polytechnic University, students of the preparatory faculty work on projects in the following subjects of the humanitarian field: the Russian language, literature, history, cultural studies. The themes are formulated taking into account the linguistic level, for example, "The creative career of A.S. Pushkin", "The development of the writer A.P. Chekhov", "The War of 1812 between Russia and France" (literature), "Tatar-Mongol invasion in Russia" (history), "Lexical and grammatical levels of the Russian language", "The concept of language and speech", "Homonymy as a phenomenon of the modern Russian language" (linguistics).

Working on a term paper, students gain deeper knowledge in the field of language, learn to use additional literature, learn translation techniques, summarize, and select important material in Russian. The project is defended in an audience; the defense is accompanied by a presentation. Students learn to speak in public, form monologist speech, in addition, even at the preparatory faculty they master the basics of oratory in Russian. In addition to all the above, even at this stage, students get acquainted with the terminology and learn to use it in oral speech.

So, research work, which results in students creating a project (be it a term paper, presentation, scientific article, theses, report), teaches students to find, compare and generalize reliable information, choose appropriate models, work with additional sources in Russian, to carry out professional communication, to assess their knowledge, to obtain key theoretical knowledge in the studied disciplines. Students learn to work independently, which increases and expands their creative opportunities. We should add that the project-based technique described above helps to use all types of speech activity, which contributes to a deep and effective way of language cognition. An important aspect is that the active use of project-based teaching contributes to a more successful solution to the problems of social adaptation.

3. The project technique, which is short-term and individual in nature, includes the organization and conduct of academic competitions (olympiads). This kind of project can be in either natural science subjects, or belong to a cultural, literary, linguistic field. This project can be both regional and international. This is a purely individual project, which is carried out on a competitive basis and the result of evaluating the final project is the prize places. The project-based activity, organized in the form of olympiads dealing with tasks of an increased level of complexity, develops both a creative type of thinking and a critical one. From the point of view of the performance dominating in the project, it is most likely research work. The nature of contacts in this type of a project can be various: from members of one class to participants from around the world. As a

rule, each olympiad can be presented within the framework of one monoproject (within the framework of one field of knowledge). The implementation of this project among students studying Russian as a foreign language helps to stimulate students' motivation, better consolidate and verify the learned material, help them test their knowledge in the field of the studied subject, stimulate interest in cognitive activity, and once again facilitate creative and initiative attitude to work.

4. Even at the initial stage of training in Russian universities, it is possible to begin to use such a pedagogical technology as the method of end-to-end design (long-term project), which "represents the implementation by students of a comprehensive design task during several semesters. The comprehensive task includes several interconnected local tasks that students perform as part of the course design in individual disciplines" (Isaev et al.: 2017, pp.59-65).

From the point of view of the project's technology, so-called verbal notebooks, reading diaries, and dictionaries created by the students themselves can be attributed to informational project activities. From the point of view of the subject involved, these projects can be either monoprojects (within the same training discipline, for example, verbal and case notebooks, reading diaries), or interprojects (covering various disciplines, for example, creation of reference dictionaries).

Let us dwell in more detail on the characteristics of each informational type of project activity. Over a long period (long-term project), students usually work on creating verb, as well as case notebooks, which over the course of several semesters are replenished with new verbs or complex situations of using cases. The main grammatical categories of the verb are written in the verb notebook: conjugation, tense, aspect, government, mood. This type of project activity has rather a strict nature of project supervision, it is regularly checked and evaluated by the teacher. Regarding the disciplinary aspect, this project refers to a monoproject, since each student in the group starts such notebooks on the subject of the Russian language and these workbooks are filled individually by each student. The teacher helps in this type of project to structure the content, gradually collect and systematize the knowledge gained, and at a later stage in language learning organizes students' independent work, when they themselves can continue the gradual filling of notebooks and systematic work with them.

5. An end-to-end project (a long-term individual project of informational nature) includes compiling dictionaries by students, where students write complex words with translation in alphabetical order. We would especially like to highlight the creation of such an end-to-end project as thesauri in various technical disciplines that the student will subsequently study (Mathematics, Chemistry, Physics, Mechanical Engineering, Sopromat, etc.). Thesauri are compiled gradually, throughout the entire period of study, and, unambiguously, are included in the group of project activities related to the category of end-to-end. The compilation of thesauri helps to overcome the language barrier, helps social adaptation and acculturation, helps to successfully master mathematics, chemistry, physics in junior courses and affects the efficiency of further education in disciplines of general course and disciplines that are specific to the specialization. The result of this type of project activity can be both monoprojects and cross-disciplinary projects.

We should agree with the researcher Miftakhova, who believes that when compiling dictionaries, it is necessary to use ethnopsychological, lexico-terminological and didactic approaches. "The lexico-terminological approach", the researcher notes,

Allows us to establish the qualitative composition of the scientific and technological language, to identify international terms, borrowings from Russian, traditionally national terms used in the general vocabulary of the native language of students. The ethnopsychological approach helps to establish a connection between the forms and methods of teaching and individual characteristics of students as representatives of a particular ethnic group (Miftakhova & Ivanov: 2013, pp.94-97).

Foreigners must learn to use the terms correctly and use them freely. At the same time, it is important to create for students such conditions that theoretical knowledge is acquired through practical actions. It is necessary to conduct work with students of the following nature: to teach to distinguish terms and concepts

introduced into the national language from international languages and from the Russian language.

Thanks to this work, each student creates concise bilingual minimum dictionaries that can be used throughout the entire period of study. Subsequently, it is possible to publish these thesaurus dictionaries in the university's printing house, they can be used as an "ambulance" in working with students in subsequent years of study.

6. It is also possible to include reading diaries in an end-to-end project (a long-term individual project of informational nature). This type of project activity characterizes by more independence and creative self-realization on the part of students. The teacher can control the result of this activity selectively, however, offering students a certain project structure in advance. This type of project activity is appropriate in terms of home reading. The result of this may be the creation of a "reader diary", in which a student in Russian writes down the topic, idea and his impression of what he or she has read, can give a characterization of literary images. To evaluate the project, it is necessary to design a reader's diary, present diaries, the best of which can be shown at the exhibition, it is also possible to organize a round table discussion club, where the problems, ideas and literary images that students liked can be debated.

Verbal and case notebooks, reading diaries, and thesauri relate to language projects and concern the problem of studying Russian as a foreign language.

7. Throughout all the years of study at a Russian university, in the process of learning the Russian language, foreigners learn to express their thoughts in a foreign language. One of the forms teaching a student to correctly express thoughts in Russian is an essay. This type of project is carried out individually and relates to the creative type of activity, since this project does not have structures that are worked out together with the teacher, it is only outlined, the final result depends on the creative abilities of the student himself. This project, as a rule, in terms of performance period refers to a short-term project and can be carried out both at the regional and international levels.

The choice of this or that type of essay depends on the profile and stage of the student's training, on his or her general and linguistic level, on the educational tasks solved by the teacher, on the personal choice of the author of the essay. The student is required to take an independent stand, to contest his point of view, to be able to clearly and correctly express his or her thoughts, diving reasons and illustrating them by a sufficient number of examples. In addition to the language level of students studying Russian as a foreign language, it is necessary to take into account the principal national didactic stereotypes. So, in Chinese methodology, creative work is extremely rare, so Chinese students should more carefully prepared by the teacher for writing an essay.

Despite all the difficulties that students will encounter, such a creative work "contributes to the development of students' horizon, systemic thinking, imagination, emotional and evaluative activity, the activation of creative abilities, self-expression and argumentation skills, expression of attitude to a person, act, events, situation, the ability to introspect on a student's part" (Kasyuk: 2018, pp.488-491).

Considering that foreign students master a written speech as a type of speech activity gradually over a long period of time, we believe that in any classroom and at any stage of teaching a foreign language, writing an essay is a creative task that has great methodological potential. In the process of work, students learn to express in writing and correctly formulate their own thoughts, prove their point of view, analyze information, give examples as evidence, argue, demonstrate creative thinking and writing skills (Filimonova & Seregina: 2018).

8. Another project, which includes various activities, such as doing a research and collecting information, on the one hand, and creative, on the other hand, is the translation of a literary text. The authors of this article have created three translation manuals for English-speaking students studying Russian (Filimonova & Panova: 2013, 2014; Panova & Filimonova: 2018). All manuals "Reading and Translation" (authors N.Yu. Filimonova, E.P. Panova), written on the material of the English fairy tales by P. Travers "Mary Poppins", A.A. Milne "Winnie-the-Pooh and All, All, All", L. Carol "Alice in Wonderland", have been successfully tested at the Russian language department of Volgograd State Technical University and Moscow Polytechnic

University.

The authors of the manual took the retelling of Boris Zakhoder as text of translation (TT). At the same time, the exercises for both reading and translation have been developed both on the basis of the original English texts (OT) and on the material of B. Zakhoder's paraphrases (TT). The exercises for translation in the manual are based on the material of a literary text and teach, first of all, the features of literary translation, doing which a student encounters various kinds of translation difficulties (Panova: 2013).

Despite these difficulties, this project has shown that foreign students can successfully practise not only reading skills, but translation skills as well.

Moreover, the project can be both individual and group in nature, thanks to which students enter the stage of co-creation, a method that brings people together and teaches them to work in a team. This work can be presented in the form of a materially designed project: books, albums, presentations.

It is possible to complete the implementation of the project by jointly watching cartoons and films in Russian based on the literary works described, as it is known that the inclusion of multimedia in the learning process strengthens cognitive skills and promotes ethical and aesthetic development of students, advances their ideas about a foreign culture. Multimedia helps to compare the mental content with a visual image, which, after being perceived, can be expanded into an independent thought process.

We should add that translation work is not only a cognitive, but also research activity, as students enhance not only their critical thinking (Nureeva et al., 2019), but also create a secondary text where the creative component of the personality plays a huge role. To comprehend and realize the culture of the foreign people and try to convey it with the help of literary expressive means of the target language is the most difficult creative work that requires certain knowledge, skills and creative activity from a student.

Translation is traditionally regarded as a cultural phenomenon, since it crosses not only the boundaries of the language, but also the boundaries of culture. In the translation act itself, there is a communication between two cultures, in which their common, universal elements are transmitted, but the specific, differential ones are either borrowed or adapted (Filimonova & Panova: 2019, pp.132-136).

Thus, in the process of implementing this project, the birth of a second linguistic personality takes place, and this requires both the realization of the student's enormous cognitive resources and creative efforts.

9. A creative project based on role-playing activities is also being carried out in both universities as part of project activities. This theater project is a group one and is based on the method of co-creation, since students in the process of studying Russian literature are drawn into a theater project, which may be called, for example, "Salon Petersburg". Students play scenes from "Eugene Onegin" by A.S. Pushkin, "Hero of our time" by Yu.M. Lermontov, "Dead Souls" by N. Gogol", "Without a Dowry" by N. Ostrovsky, read poetry by great poets, perform romances.

DISCUSSION

"The project method and training in cooperation are becoming more widespread in the education system of different countries of the world, and their roots lie not only in education, but mainly in the social sphere" (Polat et al.: 2008). The teacher, offering students to take part in these projects, can use the maximum number of students (up to 98%), which is very important for enhancing the effectiveness of training. From the pedagogical point of view, thanks to this organization of teaching Russian as a foreign language, it is possible to combine three teaching models which use interactive means simultaneously: extractive (students passively

perceive the information that the teacher presents them), intraactive (students act as subjects that teach themselves, the technology of activating independent activity is being implemented here), interactive (the active work of students is stimulated) (Kulikova & Danilchuk: 2019, pp.72-78). From the social point of view, students gain wide contacts, get acquainted with different cultures, learn to interact in groups, learn to overcome barriers in the process of social adaptation.

So, the example of research projects that are successfully used at the Moscow Polytechnic University and at the Volgograd State Technical University, allow us to state that even at the initial stage of teaching Russian as a foreign language, the use of the end-to-end method is quite possible not only during the main educational process, but also in the work of students' clubs.

At the very early stage of training at a Russian university, working on projects within a single educational discipline, foreign students gain certain skills that, in senior years, will enable them to successfully implement complex multidisciplinary projects, and professionally solve production problems after graduating from a Russian university.

CONCLUSION

In conclusion, this study identified that a total of 5 factors that caused the early marriage among Beutong community, Aceh, Indonesia, namely, free sex, religion, negative globalization effect, low educational background and economic factors. In line with the findings of this study, we suggest the government to give socialization about the impact of early marriage on children, until giving certain understanding and knowledge that early marriage causing bad condition for a family in maintaining the family unity by the purpose of the marriage itself.

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