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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

NON-LINGUISTIC SPECIALITIES TO SPEAK FOREIGN LANGUAGE Belkina Elena Pavlovna, Ph. D. in Pedagogy, Associate Professor Syktyvkar State University

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DEVELOPING STUDENTS' PRAGMATIC COMPETENCE THROUGH THE USE OF PROJECTS

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INTRODUCTION

With the development of modern society, as well as in connection with historical transformations in the world, both the goals and the content of teaching a foreign language as a whole have changed. The emphasis in the content of education has shifted from mastering the language aspects based on the traditional grammatical translation method to mastering speech and developing the communicative competence of students. In this way, the purpose of teaching a foreign language is the communicative activity of students, i.e. practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student, to create situations for their creative activity in the learning process. The use of new information not only enlivens and diversifies the educational process, but also opens up great opportunities for expanding the educational framework, undoubtedly carries a huge motivational potential and contributes to the technologies of individualization of education [1, p. 339].

Significant and essential components of communicative success in this era of globalization are pragmatic awareness and competence. A promising innovational approach for attaining these traits is Project-based learning (PBL), as it promotes the development of problem-solving skills as well as deeper engagement in course content. This approach used as a method to develop intercultural communicative and pragmatic competence among students [1, p. 341].

MAIN BODY

Pragmatic competence (PC) refers to the ability to comprehend, construct, and convey meanings that are both accurate and appropriate for the social and cultural circumstances in which communication occurs, it provides students with the ability to use language in accordance with communicative intentions, situations and other communication conditions in the context of the specialty language [2, p. 185].

It consists of several components that must be carefully developed and constantly improved, there are sociocultural, psychological and linguistic components (Table 1).

Table 1. Components of pragmatic competence [2, p. 194].

Pragmatic Competence	

Sociocultural component	ral component
	• cultural elements that mark social relationship
	• rules of appropriate behavior
	• social integration
	    various cultural elements that identify social relationships;
	    rules of appropriate behavior;
	    social integration;
	    social interaction and communication;

Psychological component	• social integration
	Psychological component
	• ability to use utterances appropriately
	• verbal and non-verbal bahavior
	• mental state of communication (emotions)
	• intuition and reflexivity
	    ability to use utterances appropriately;
	    two types of behavior: verbal and non-verbal;
	    mental state of communication (emotions);
	    intuition, reflection and reflexivity;

Linguistic component	knowledge of grammar and vocabulary
	• cognitive system that produces knowledge
	    good knowledge of grammar and vocabulary
	    cognitive system that produces knowledge;

The project method helps to use all the existing components of pragmatic competence and is aimed at a pragmatic result, which can be fully applied in real practice and communication. It is carried out by solving any practically or theoretically significant task.

In the process of teaching English, the Project-based learning (PBL) provides students with the opportunity to use the language in situations of real everyday life, which certainly leads to a better assimilation and consolidation of knowledge of a foreign language and improves the skills of pragmatic adaptation. In addition, during the work on the project, students choose topics related to the culture of the country of the language being studied. They have to turn to different sources of information. This leads to acquaintance with the traditions, customs and realities of a foreign culture, which ultimately leads to solving the problems of intercultural and pragmatic communication, even if it is partial [3].

Project activity develops pragmatic competence and pragmatic awareness of students, since in this process they admit the possibility that people have different points of view, including those that do not coincide with their own, and focus on the position of a partner in communication and interaction, take into account different opinions and strive to coordinate various positions in cooperation, learn to formulate their own opinion and position, find pragmatic errors in communication and try to correct them, agree and come to a common decision in joint activities,

including in a situation of conflict of interest and practice the use of speech means to solve various communicative tasks, build a monologue statement and finally own the dialogic form of speech [4].

Stages of work with the project during the learning process of the English language are the following:

1. Presentation of the problem situation:
- verbally;
- with the help of video;
- using multimedia tools.

2. Brainstorming. Students conduct a brief brainstorming (warm-up) in order to restructure their thinking on the creative process.

3. Discussion. Students discuss and exchange their ideas, by that they entry into the communicative and pragmatic act.

4. Putting forward hypotheses.

5. Determining the type of project.

6. Organization of small groups of cooperation, distribution of roles.

7. Discussion in groups of the research strategy, sources of information, ways of presenting the results.

8. Independent research, search work of students in accordance with their assignment.

9. Intermediate discussions, discussions, data collection and processing (in the classroom, in the scientific community, in creative workshops, in the media library).

10. Registration of the results of project activities.

11. Protection of the project, opposition and discussion.

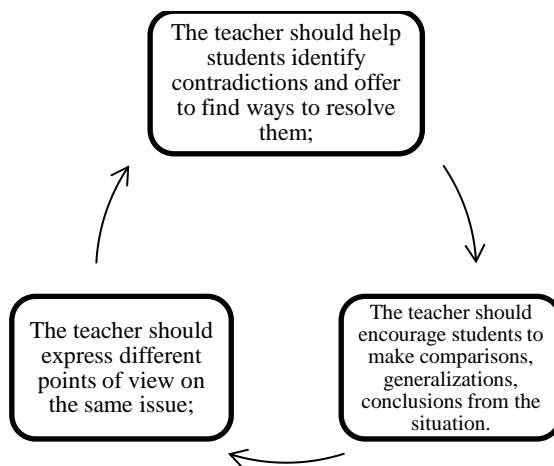12. Proposing, forecasting new problems arising from the results obtained.

13. Self-evaluation, external evaluation [5, p. 63].

An important point in working with projects for the development of pragmatic competence is the creation of problem situations. For this purpose, various methods can be used.

Working on the project, while observing all the stages, makes it possible to use a foreign language at the level of real communication in the discussion, it also allows you to improve certain aspects of the language, to teach speech etiquette.

By stepping outside the classroom to work on a project, the student bridges the gap between the language they are learning and the language they are using, which is a valuable tool in expanding communication and pragmatic skills. In regular lessons, the teacher determines the language and its content. In the conditions of the project, the student determines the content of the project and the language content.

Figure 1. Important aspects when organizing work with projects [5, p. 70].

The teacher should help students identify contradictions and offer to find ways to resolve them;

The teacher should express different points of view on the same issue;

The teacher should encourage students to make comparisons, generalizations, conclusions from the situation.

The project to be efficient and successful must be based on definite procedures and stages. The first and the main responsibility of the teacher is to provide those situations to the students

wherein they should feel a spontaneous urge to solve some of their practical problems. The teacher must be on the lookout of discovering their interests, tastes, aptitudes and needs. Only properly organized work will have a positive impact on students, will contribute to the independent acquisition of knowledge and experience from direct communication with real life, developing their ability to work with constantly changing information, independence, critical thinking, and initiative.

There are various ways of organizing situations. All proposed problems and situations should be pragmatic and social. These help to provide better social interaction and communication. The teacher, in turn, can conduct a conversation with students on a variety of topics that will be of interest to them. Also pictures of different scenes may be shown to them, likewise surveys of the local condition may be undertaken. The teacher should be able to search and find all the necessary resources and materials to provide good and meaningful situations, but it is better if the project is chosen by the students [5, p. 76].

Competence-Based Learning with PBL

The idea of competency-based education as means to improve education system design and quality assurance Kazakhstan has been striving to develop for the past few years. The concept of competences with learning outcomes in the framework of student-centered learning approach has been developed for the past two decades in Europe. Pragmatic competence is as a bridge of knowledge and understanding with its application to the authentic situation. Project-based learning is an instructional method that helps students to acquire pragmatic skills through facilitated problem solving. They engage themselves and reflect on what they have learned. The educator needs to find balance when they engage with students and PBL process. Also, the Project method allows teachers to create a positive and creative atmosphere in English lessons, where every learner was participated in an active and cognitive process based on the methodology of collaboration [6].

CONCLUSION

It is undoubtable that that the concepts of competencies with PBL focus on student-centered approach requires the application of knowledge and skills. It offers effective problem-solving skills, reflection, promotes flexibility, and helps students to develop their greater consciousness to a language society. Using this method develops students' pragmatic competence and pragmatic awareness because this method allows students to use the language in real life situations and the important thing is that it involves all components of pragmatic competence. Developing students' pragmatic competence through the use of projects is real because this method contributes to solving the problems of developing the creative abilities of students, as well as the ability to independently form already acquired knowledge and apply them to solve pragmatic problems. The project method is aimed at obtaining a practical result, it is also focused on the abilities and interests of students, which makes it indispensable for modern education.

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