1. Абгарян К.С., Овчинникова М.В. Интернет-ресурсы в обучении аудированию // Сборник трудов конференции. – 2018. С. 8-10. [Электронный ресурс]. Режим доступа: https://www.elibrary.ru/item.asp?id=35285671 (Дата обращения 30.03.2021).
2. British Council in Kazakhstan. [Electronic Recource]. URL: https://www.britishcouncil.kz/ (Date of reference 30.03.2021).
3. Корнилова С. А. Обучение чтению текстов на английском языке студентов колледжа с использованием материалов сайта brititshcouncil: из опыта работы // Crede Experto: транспорт, общество, образование, язык. 2018. №3. [Электронный ресурс]. Режим доступа: https://cyberleninka.ru/article/n/obuchenie-chteniyu-tekstov-na-angliyskom-yazyke-studentov-kolledzha-s-ispolzovaniem-materialov-sayta-brititshcouncil-iz-opyta-raboty (Дата обращения 30.03.2021).
4. Rost, M. (1994). Introducing Listening. London: Penguin books. – 94 p.
5. O'Malley, J. M. & Chamot, A. U. (1989). Listening comprehension strategies in second language acquisition. Applied Linguistics, 10(4). P. 418-437.

UDC 372.881.111.1

IMPLEMENTATION RESEARCH: CHALLENGES ASSOCIATED WITH ENACTING PBL

Utesh Nurgul Muratkyzy
utesh_nurgul@mail.ru
a 1-year master student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – G.I. Baigunissova

Introduction

Defining characteristics of project-based learning.

Project-based learning is a student-centred form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006) [1]. It is considered to be a particular type of inquiry-based learning where the context of learning is provided through authentic questions and problems within real-world practices (Al-Balushi & Al-Aamri, 2014) that lead to meaningful learning experiences (Wurdinger, Haar, Hugg & Bezon, 2007). Blumenfeld, Fishman, Krajcik, Marx and Soloway (2000), for example, described the process of project-based science as follows [2].

Aim of this study is to apply a project work as an effective method for learning EFL at University English classes and observe it is influence on improving language skills. I introduce innovative technologies into my practice that help students develop key competencies that contribute to the success of students in modern society. In search of a solution to the problem, I use a personal – oriented approach in teaching, which I implement through the methods like: role play, individual work; group work (in small and large groups), brainstorming.

Object of this study is to develop language skills of students by using project work.

Research problem:

• To identify the features of the methodology for conducting a project experiment and implementing its results in educational activities;

• Choosing a New Innovative Technologies to improve the quality of education;

• Developing students' key competencies;

• Improving professional competence, methodological culture and innovative potential of the student.

Materials and methods of research:

Research methods are the study of normative, scientific and pedagogical, methodological literature; observation, pedagogical experiment, methods of quantitative and qualitative processing of the material [3].

Methods of our research are: interview, discussion.

Research hypothesis – Interactive methods – a means to activate and intensify the educational process.

Methodology.

The present study was carried out for students of Finance -17 with Intermediate level and the experiment was scheduled for 13 lessons. A total of 14 students were participated in the study, in which 12 were girls and 2 were boys. The students were divided into 4 groups by online random choose, 2 groups (1st and 2nd) had 3 students and another 2 groups (3rd and 4th) had 4 students.

Before starting project work they were shown different project works of another students and learners like video, presentation, 3D books etc. to form an idea about project work in their mind. After watching examples, for each group was given the task of choosing an issue they were interested in. The project would involve coming up with a viable solution. As a class we brainstormed all kinds of big issues, including university shootings, poverty, global warming, and homelessness, as well as local issues like the need for more options at university lunches and today's students' challenges. Then they were choosing about online studying at this time to make project. One should note here that in this experimental work learners should use and learn new technologies to improve the quality of education [4].

1st group chose to make a video about Zoom Platform by using a program Sparkol.

2nd group also chose to make a video about Teams Platform by using a program Premiere.

3rd group chose to make a presentation about Google Platform by using CANVA.

4TH group chose to make a brochure about game platform Kahoot.

Students also had to find at least three solid sources and take notes to be embedded in their final product, with correct citations. They found statistics, news and data to support their proposals, and made sure to address counterarguments.

After that they had to brainstorm possible resources and questions they needed to answer. Therein lies the beauty of PBL: Since I couldn't anticipate their every need, they had to take responsibility for their own learning, and solve problems as they encountered them.

Next they worked in their small groups (4 groups) that we had created in Teams Platform using group dynamics and wrote their individual projects in the group with their facilitator.

The study was done with the objectives of short-term and long-term for the students and the faculty to assess the increase motivation of the students for PBL by understanding and applying the various components of research methodology skills and assess improvement in skills of the students on group dynamics, team-based learning, analytical skills, project presentation, and giving writing skills during their project work in the faculty of finance. Along with this, assessment of the enhancement of teacher–student interaction and peer-group interaction during PBL and assessment of the update of knowledge on the subject on which the project is based.

The material on research methodology was prepared and they were introduced to the concept of PBL and identification of problems and various components of research methodology skills, group dynamics, communication skills, its assessment, and the possible utility for the students and teachers.

Description of the research procedure and diagnostic results of the initial level of development of cognitive universal learning activities.

When evaluating the level of work skills when creating a project, I have identified the following difficulties:

1. The correct selection of the necessary tools.
2. Participation in the creation of project work.
3. Presentation of your work.

When evaluating the level of work skills when creating a project the following levels were identified:

<u>Low level</u> – low inclusiveness of work in groups.

<u>Medium level</u> – positive inclusion of work in groups.

<u>High level</u> – high inclusiveness of work in groups.

The analysis of the qualitative results of the method showed that in the experimental class, the operation of establishing in creation a project work at a low level, 11.1% of students are formed. In the course of the study, we saw that they lack the ability to work in a group.

33.3% of the students completed this task at the secondary level. We noted that they have formed the operation work in a group. In the course of the task, they needed help. The help was productive.

55.5% of students coped with this task at a high level. In the course of their work, they acted independently, they did not need the help of a teacher, and they had an understanding of each other and the ability to operate on multiple objects to achieve their goals.

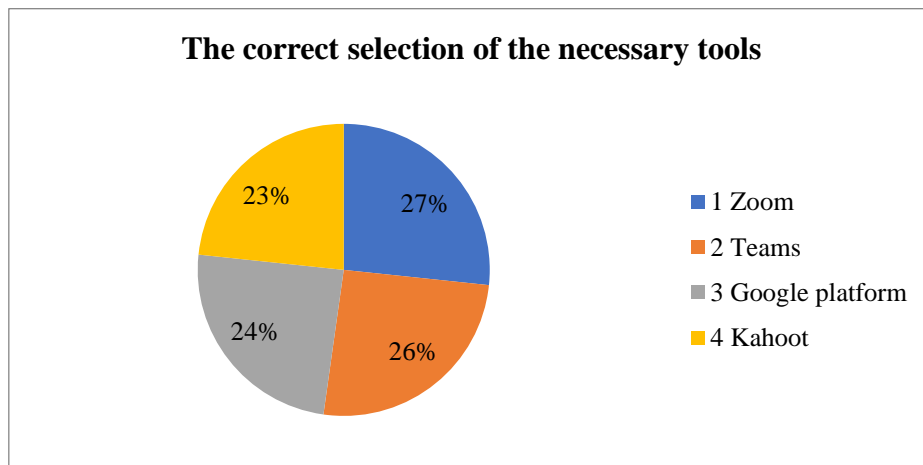**1. The correct selection of the necessary tools.**

The correct selection of the necessary tools

- 1 Zoom
- 2 Teams
- 3 Google platform
- 4 Kahoot

27% 26% 24% 23%

Diagram 1

2. Participation in the creation of project work.
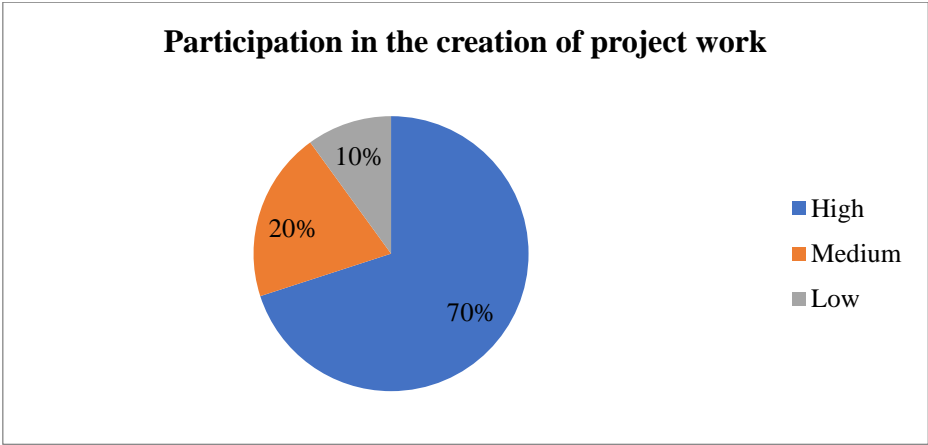
1st Group

Diagram 2

2nd Group
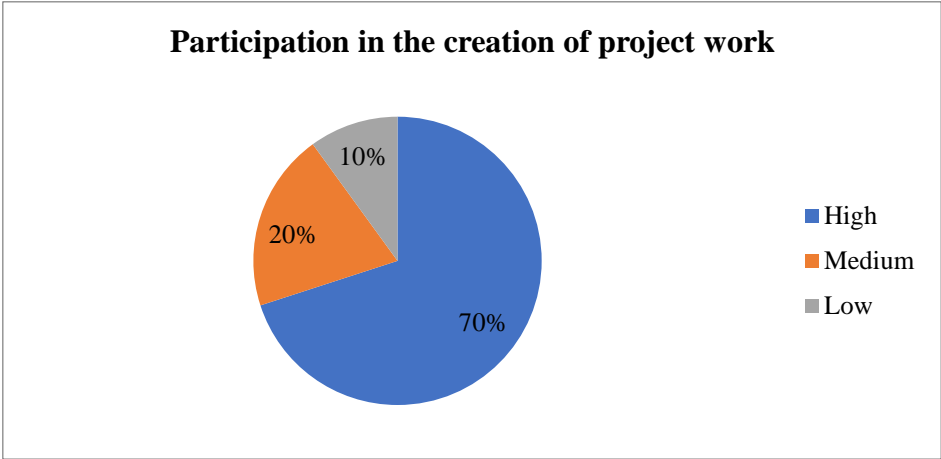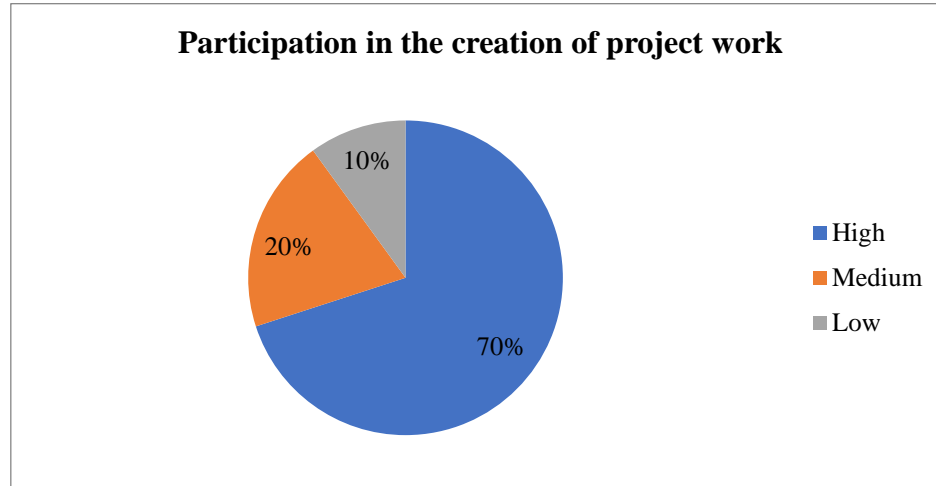

Diagram 3

3rd Group

Diagram 4

4th Group

Participation in the creation of project work

10%

20%

70%

■ High
■ Medium
■ Low

Diagram 5

3. Presentation of your work.

Presentation of your work

23%

27%

24%
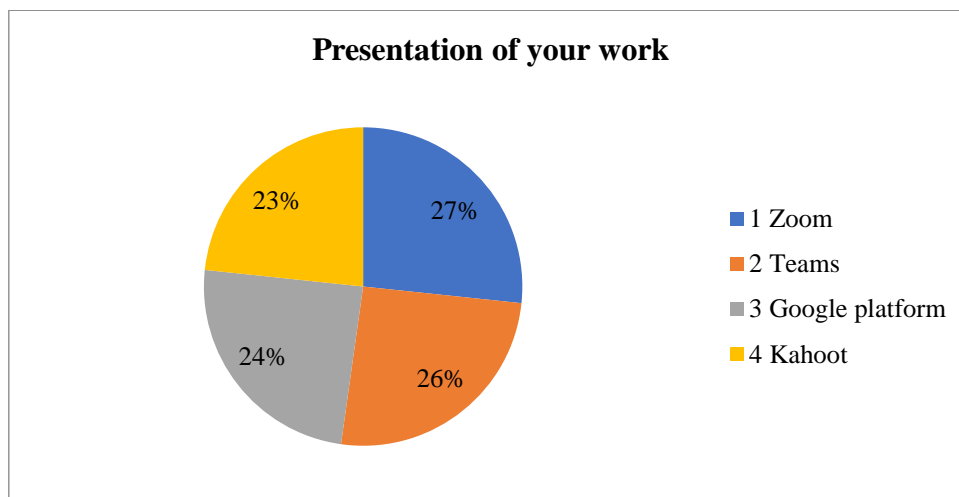
26%

■ 1 Zoom
■ 2 Teams
■ 3 Google platform
■ 4 Kahoot

Diagram 6

Analyzing the results of the ascertaining and control stages of the experiment, we can say that after applying the system of practical work on the creation of the project, the results were high. All 4 groups coped with the task perfectly. The created projects were rated "excellent".

Literature

1. Baker, T. R., & White, S. H. (2003). The effects of G.I.S. on students' attitudes, self-efficacy, and achievement in middle school science classrooms. Journal of Geography, 102(6), 243-254.
2. Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A.(1991). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist, 26(3), p. 369-398.

3. Аргунова, Е. Р. Активные методы обучения: учеб.-метод. пособие [Текст] / Е. Р. Аргунова, Р. Ф. Жуков, И. Г. Маричев. – М.: Исследовательский центр проблем качества подготовки специалистов, 2005. – 104с.

4. Бреднева, Н.А. Дидактические возможности метода учебного проекта / Н.А. Бреднева // Педагогические науки. – М.: Спутник, 2008. – № 4 (32). – С. 109-112.

5. Baigunissova G. I. (co-authored). Distance learning: Correction of the lexical errors in English teaching // Distance learning: New challenges on a global scale. Proceedings of International Conference. Part 1. – Nur-Sultan, 2020. – Pp. 200-205

UDC 372.881.111.1
GROUP WORK IN THE ENGLISH LESSONS AS A MEANS OF DEVELOPING THE COMMUNICATIVE AND EDUCATIONAL SKILLS OF SCHOOLCHILDREN

Yerbol Ainur
ainura.erbol99@mail.ru
a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – A.E. Darmenova

Teaching a foreign language at school pursues the main goal: the development of students' communicative and educational skills in foreign language lessons, that is, mastering a foreign language as a means of communication. One of the ways to achieve this goal is a group form of work. Group work is an organizational form of collective work in which three or more students simultaneously carry out joint activities aimed at solving the task. It is important to draw the attention of all group members to the fact that success depends not only on the well-coordinated work of the entire group as a whole, but also on the personal contribution of each student. The teacher should clearly set the task, limit the time frame for completing this task.

It is on the principle of cooperation that group training is built. Students, working in a group, try to jointly complete the task.

Another advantage of group learning is the ability to implement a multi-level approach to teaching a foreign language. Teachers who use group work can easily provide students with different potential and abilities with multi-level tasks.

Communicative learning activities occupy a significant place in the learning process of secondary school students, for whom interpersonal communication becomes the leading activity. The use of group forms of work in foreign language lessons activates the speech-thinking activity of schoolchildren and contributes to the formation of communication skills.

The six components of communication actions:

1. communication and interaction with partners for joint activities or information exchange (participation in a collective discussion of issues, taking into account the opinion of the interlocutor);

2. action taking into account the position of another person and the ability to coordinate their actions (understanding the possibility of the existence of opinions and points of view that may not coincide with their own; the ability to argue your point of view);

3. organization and planning of educational cooperation with peers (initiative in joint work; ability to resolve conflicts situations; control and correction of the partner's actions);

4. working in a group (integration into a group of peers and productive interaction with them; ensuring conflict-free collaboration in a group);