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**USE OF PROJECT ACTIVITY IN INTEGRATED  
TEACHING OF THE ENGLISH AND KAZAKH  
LANGUAGES TO STUDENTS OF ECONOMICS  
FACULTY**

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**Annotation:** In the work we gave the definition of the project activity and considered the use of the project activity in the integrated teaching of the English and Kazakh languages to students of the faculty of economics.

In modern conditions the humanistic philosophy of formation is realized by means of the various technologies purpose of which is not only translation of knowledge, but revealing, development, growth of creative interests and abilities of each student, stimulation of its independent productive educational activity. One of such technologies also is the project methodology.

So, what does the project methodology of the English language represent?

The project is not simple result of the passed; it is "a product" and at the same time a method of informative activity. The method of projects provides presence of the problem demanding research. It is the organized researched activity of students which are carried out in the individual, pair or group form. The method of projects is focused on independent activity of students. It is active application of received knowledge for reception of new knowledge, or practical result on the basis of application of the received knowledge. Students should imagine how to use the theoretical knowledge received by them in practice.

The project methodology involved attention of Russian teachers in the beginning of the XX century. Ideas of project training arose in Russia almost in parallel with designing of the American teachers. The Soviet teachers considered that the project methodology can provide development of the creative initiative and independence of students in training and will promote a direct connection between acquisition of knowledge and abilities as well their application for the decision of practical problems.

Project methodology, as known, acts as «the important component of system of productive education and represents a non-standard, nontraditional way of the educational processes organization in active ways of actions (planning, forecasting, the analysis, synthesis), directed on personal realization – the focused approach» (Zimnyaya and Saharova, 1991).

The project culture is as though that general form in which art of planning, inventions, creation, execution is realized, and which is defined as design or designing. Seizing the project culture, the student is accustomed to think creatively, independently planning the actions, predicting possible variants of the

problems decision facing to it, aesthetically realizing the means acquired by it and modes of work.

With reference to foreign language training, the project is specially organized by the teacher and complex of the actions which are coming to the end with creation of a creative product independently carried out by students (Galeh, 2007).

The project is valuable as during its performance students learn to acquire knowledge independently, to receive experience of informative and educational activity.

Project methodology is characterised by high communication and assumes students to express their own opinions, feelings, active inclusion in real activity, private responsibility acceptance for advancement in training.

Project methodology is based on the cyclic organisation of educational process. The separate cycle is considered as the finished independent period of training directed on the certain problem decision in achievement of an overall aim of mastering by languages.

The main purposes of introduction of a method of projects in educational practice: to show abilities of the separate student or group of students to use the passed researched experience; to realize the interest to an object of research, to increase knowledge of it; to show level of language training; to rise on higher step of erudition, development, a social maturity.

Project methodology allows to realise not only the educational problems facing to the teacher, but also educational. Students can look at themselves and on realities of the everyday life, on history and culture of the country in a new way, to learn interesting things about a life in the country of the studied language. All it, finally, urged to promote deeper understanding of a role of Kazakhstan in more dependent world, to formation of an active civic position of students and the maximum development of individual abilities and talents of everyone.

It is necessary to notice that during work on the project, all kinds of activity - reading, audition, speaking, and letter are actual. Structuring the project students fill it with maintenance, define subjects of pages, distribute responsibility and roles and start

gathering of an actual material. Students' skills of research work are formed, abilities to work with a source, to develop, to analyze, generalize. Reading of texts, listening to audio materials, video films induce students to oral speech that leads to lexicon increase.

When organizing the project work it is necessary to observe some important conditions:

- the subjects can be connected both with the country of the studied language, and with the residing country, students are oriented on comparison of events, the phenomena, the facts from history and a life of people of the different countries;

- the offered problem is formulated so that to focus students on attraction of the facts from adjacent fields of knowledge, in our case from economy, and various sources of the information;

- it is necessary to involve all students of group in the work, to offer tasks everyone taking into account level of his/her language preparation.

One of the important features of a project methodology is its openness. Students can define the work purpose, choose tasks and establish an operating procedure, i.e. carry out it according to the problems, motives and the purposes. As project activity gives the chance to students to express own ideas, it is important to supervise and regulate students not too obviously, it is desirable to encourage their independence. Having discussed with the teacher volume and terms of prospective work, the student can define itself, what time he/she will spend for working out of its parts, what materials he/she will use.

Summarizing the aforesaid, it is possible to draw the following conclusion: project activity creates such conditions which are characterised by that students put before themselves problems, solving them creatively, together with the teacher plan activity on project performance, cooperate with a view of the effective decision of a problem. All listed factors create preconditions for motivation formation of studying such subjects as «the English language» and «the Kazakh language».

Project methodology allowed us to develop electronic educational methodical tutorial based on application of projects.

Unfortunately, teaching of English and Kazakh languages in our country is badly provided by educational methodical literature. Separate attempts of creation of professional oriented educational methodical manuals are issued by small circulations, and representing firm copies on paper carriers, have low exploitive indicators (Bobyleva, 2003). Working out and creation new electronic educational methodical tutorials are perspective.

It is important to underline that the presentation of professionally oriented material should be maximum correlated on time and the maintenance with curricula of special disciplines of faculty on which students are trained. For groups of students of economic specialities

we use a teaching material which includes a lexical material and a set of texts on sections:

- a. All about money
- b. Your career and income
- c. Marketing
- d. Protecting what you have
- e. Financial industries
- f. Borrowing money
- g. Principles of Management
- h. Business correspondence
- i. Financial World
- j. Starting up your own business

Project activity provides a number of forms of carrying out of employment. The basic form of lessons is auditorium lesson with group of 15 persons.

There are various theories concerning stages of the project work. Galeh (2007) offers the following scheme of the project realization:

1. Preparation for the project. Starting creation of the educational project, it is necessary to observe a number of conditions: preliminary investigating individual abilities, interests, life experience of each student; choosing a project theme, formulating a problem, offering idea to students, discussing it with them.

2. The organisation of the project participants. At first we form groups of students, everyone of them gets his/her own problem. Distributing duties, we should consider propensities of students to logical reasonings, to formation of conclusions, to registration of project work.

3. Project performance. This step is connected with search of the new extra information, discussion of this information, and its documenting, a choice of realisation ways of the project (e.g. drawings, hand-made articles, posters, drawings, quizzes, etc.). Some projects are made out at home independently, others demanding the help from outside the teacher created in an auditorium.

4. Project presentation. It is necessary to present all fulfilled, issued material to classmates, to protect the project. For the analysis of an offered methodology of training ways of performance and representation of projects are important.

5. Summarising of the project work. The quantity of stages from acceptance of the project idea to its presentation depends on its complexity.

Project activity on the lessons of the English and Kazakh languages shows that students: reach good results in studying of languages (a); have practical possibility to apply skills, knowledge and the abilities received in the course of studying of adjacent subjects (b) and receive necessity of interdisciplinary communications (c).

The method of projects possesses a number of advantages before traditional methods of training. The basic advantages are: increase of motivation of students at studying of English and Kazakh languages; evident integration of knowledge in subjects; open space for creative and creative activity.

Project activity eliminates dependence of the student on the teacher by means of self-organising and self-training in the process of creation of a concrete product or the decision of the separate problem taken from a real life. Hence, one of work major principles of the project methodology is granting of a real autonomy and possibility of display of the initiative and independence in process actively informative cogitative activity to the trainee. Thus, the project methodology is the pedagogical technology focused not on integration of actual knowledge, but their application and acquisition of new one by self-organising and self-education of students.

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