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Жобалау әдісімен қытай тілін үйретудің ерекшеліктері

Бұл мақала жоба әдісінің қытай тілін үйренудегі ерекшеліктерін анықтауға бағытталған. Жобаға негізделген оқыту - білім беру жүйесінің барлық компоненттеріне және тұтастай оқу-тәрбие үдерісіне әсер ететін оқыту технологиясының бірі. Бұл білім беру мен тәрбиелеу үшін, соның ішінде шет тілдерін үйренуге оңтайлы ортаны құруға мүмкіндік береді. Бұл әдіс белгілі бір интеллектуалды, шығармашылық және коммуникативтік дағдыларды дамытады, мысалы, ақпаратпен жұмыс істеу, идеяларды қалыптастыру, проблемаларды шешу, жақсы қарым-қатынас дағдылары және т.б.

Түйін сөздер: жобаға негізделген оқыту, білім, жобалау жұмысы, дағдылар, шет тілдері, қытай тілі

Features of teaching Chinese language through project based learning method

This article aims at identifying the features teaching Chinese through project method. The project-based learning is one of the teaching technologies that affect all components of the education system and the entire teaching and educational process in general. It enables creating a positive environment for education and upbringing, especially for foreign language learning. This method promotes the development of certain intellectual, creative and communicative skills such as, the ability to work with information, generating ideas, problem solving, good communication skills etc.

Key words: project based learning, education, project work, skills, foreign languages, Chinese language

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Особенности обучения китайского языка с применением метода проектов

Эта статья направлена на определение особенностей обучения китайского языка с помощью проектного метода. Метод проектов - одна из технологий обучения, которая затрагивает все компоненты системы образования и весь учебно-образовательный процесс в целом. Это позволяет создать благоприятные условия для образования и воспитания, в особенности для изучения иностранных языков. Этот метод способствует развитию определенных интеллектуальных, творческих и коммуникативных навыков, таких как умение работать с информацией, генерировать идеи, решать проблемы, хорошие коммуникативные навыки и т. д.

Ключевые слова: метод проектов, образование, проектная работа, навыки, иностранные языки, китайский язык

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Introduction

Before discussion of features of project method in Chinese language classroom, it is necessary to understand its emergence and development. Project-based learning is not entirely new in the world pedagogy. It originated at the beginning of this century in the United States. It is also called task-based learning and it relates to the ideas of humanistic trends in philosophy and education, developed by the American philosopher and educator John Dewey and his disciple V.H.Kilpatrick. John Dewey offered teaching on an active basis, through the practical activities; in accordance with student's personal interest in particular knowledge (Dewey, 1938: 21-23). Hence, it is extremely important to show the children their personal interest in the acquired knowledge that can be useful for them in their lives. This requires problem taken from real life, familiar and meaningful to the child, to solve which it is necessary to apply new knowledge that has yet to obtain. In the agricultural and industrial era, the purpose of general learning is limited to the mastery of cultural knowledge. The traditional learning is to extract the knowledge from the specific life scene, textbooks and teachers to teach in the most convenient way. After human beings enter the information society, with the rise of knowledge economy, learning and mastering the purpose of knowledge is more important to create more knowledge and solve practical problems. Moreover, project-based learning is a creative way to solve practical problems; it can promote people from all levels of comprehensive development. In addition, today's information technology, the rapid development of communication technology, textbooks and teachers are hardly enough. At the same time, in today's society, the boundaries between disciplines are no longer so strict; there is a trend towards a higher level of integration. Therefore, it is necessary to carry out an interdisciplinary, research-based project-based learning.

The main objective of the contemporary education approach is not to teach the students from a source but to teach them how to access the information. This can only happen at a higher level of mental process skills. Therefore, information memorized in a new situation can not help the individual effectively. Possible solutions to the new problems encountered can be found only through problem solving abilities and scientific process skills. Therefore, it can be deduced that educating creative people who can easily access the information and have good critical thinking skills can contribute to the future of countries and nations in a positive way. A project-based learning approach is one of the methods that students can use to transfer their knowledge and skills to everyday life and to solve new problems they face each day (Diffily, 2002).

This learning method is widely used in the west, from kindergarten to university, which I think is the most fundamental difference between the two hemisphere teaching methods. Two

examples of projects held today are kindergartens and primary schools, and we will continue to introduce examples of senior projects. The traditional classroom maintained this pattern: students face the blackboard, listen to the teacher lectures. Then take notes, go home to complete the homework, recite enough knowledge to cope with the exam. In this process, students and teachers are greatly lack of passion for investment. This system does not necessarily include all the learning skills, and even a lot of important aspects are excluded, such as how to learn, how to solve the problem creatively, how to maintain attention, how to cultivate team spirit, how to use others to understand the way to organize themselves. Project-based learning can just fill this flaw.

What is project-based learning?

Project-based learning is a programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. Project-based learning grabbed attention and become topic of discussions in education area; it is considered a passive learning and mechanical recitation outside of a way of learning. If the traditional education is “classical music”, then the project based learning is “jazz”. In the project based learning classroom, the student team must solve the teacher’s question. Students do not need to recite the knowledge points and then keep them in memory. Teachers will provide students with the resources they need to explore concepts and apply them to the actual process. In the course of learning, students are allowed to make mistakes. As a result, they become active learners, and develop some field skills. Of course, in order to achieve all this there should be an organized plan, enough flexibility and a team which can cooperate in the environment.

Four principles of project organization:

1. Set up a good learning space

One of the main features of the project based learning classroom is the emphasis on groupwork: the students form a group to solve the problem. That is to say, the classroom space environment must have the conditions to carry out team cooperation - so it can no longer be the same as before (the desk in a few rows). In the primary classroom, portable carpets or mats can be used as a substitute for desks, at least when you can do group activities.

The teacher should still stand in the center, let the students gather around him, but the space should be big enough to carry out the group activities. In addition, usually need to prepare a large workstations and comfortable chairs. A large round table or square table is the ideal choice, but if the budget is limited, the teacher can gather around small desks together.

One of the key points, keep in mind the scope of the content and the type of project. The small desk is acceptable to the English class, but the science class requires a larger desk. Electronic product projects also require some technology and equipment, and communication programs can use local newspapers, social media and blogging tools, and even need to prepare students to meet face to face with the community members of the conditions. Classroom technology tools are very useful for classroom design.

2. The conditions for obtaining the information

For project-based learning, a large amount of paper material is not required. Students need chalk, whiteboard, reference books and other art or display tools. Adult students usually learn through space and touch, so it is a good idea to divide the classroom into different themes. Adult students are more likely to be divided by subjects, so teachers can provide a range of areas to provide the necessary materials for specific subjects. No matter what grade the student is in, what subjects are like, what is unpredictable in the classroom of the project and, to a certain extent, the student should be dominant. You may not know what direction a project will be developed, so you should be prepared to support a large number of materials to support students, and should not limit their creativity.

3. The purposeful use of technology

Most of the American classrooms are equipped with electronic equipment, project based learning should make full use of these educational technology. One of the main objectives of project based learning is to help students develop practical skills - modern professionals are conducting research online, using spreadsheets or databases to collate information, and use video editing and display software to spread ideas. However, please remember that technology is also very easy to distract students. Therefore, the network should be monitored, and IT experts need to monitor computer problems, so that students can not be distracted by these problems. In addition, the teacher should include to the project objectives technical guidance.

4. The teacher sees himself as the ultimate resource

Perhaps the most important element in the classroom of the project is the teacher. In the traditional classroom, the teacher will follow the set curriculum, and in the project-based classroom, many cases are unpredictable, and more or less should be led by the students. The teacher must have some flexibility to support and integrate into the process of learning. The teacher should introduce the subject and objectives of the project to ensure that the student is able to obtain the resources and materials; they need to make the student's learning in an orderly manner. They also need to know when to teach, when should be observed, when the students should be limited, and when they should let them make mistakes.

The transformation of a traditional classroom into a project-based classroom, even a temporary transformation, is a challenge for the teacher, especially for teachers who have never been exposed to the project. As the attractiveness of project learning is growing, it is expected to be a part of teacher training. Until now, most of the project learning teachers are through continuing education, meetings, books or online resources to understand the relevant knowledge. In any case, you can experiment with the project as a course you need to study, and use your own teaching principles to guide yourself. That is, you need to plan carefully, stay flexible, and perhaps most importantly, expect and allow students to make mistakes.

The importance of project work will be better understood if it is remembered that project work is an opportunity for the student to do independent work, creativity, multi-faceted thinking skills and an opportunity for the development of these skills. Gifted (capable) students are at a higher level in their schools than other peers in terms of certain skills. Flexible project work should allow individual development. This flexible project work will lead the student to reflect the skills in the learning environment. For this reason, the stage of independent study (project preparation) is an indispensable part of the education models of gifted students. In these models,

the students are subjected to the preliminary training stages and then independent study is carried out under the supervision of the teacher, aiming to improve the talent potential in the student (Bayraktar, 2015: 711).

Project work types

Currently, there are many classifications of projects. British expert's language teaching methodology T. and M. Bloor St. John are three types of projects (Bloor, 1995: 233):

1. Group project in which the study is conducted as a group and each student is studying a particular aspect of the chosen theme.
2. Mini-study was to conduct a poll of the individual using questionnaires and interviews.
3. The project is based on the work of literature that involves selective reading on the topic of student interest and suitable for individual work (Jordan, 1997: 67-68).

Researchers believe the latter type of the easiest for practical use and therefore the most popular. However, they described the structure of this project and found out that it only involves the development of the skills needed to work with literature: a careful reading and viewing, the ability to work with directories and library catalogs. In this regard, it seems fair view of R. Jordan, who believes that the project is based on the work of literature, is suitable mainly for learning a foreign language for specific purposes. At the same time, a "mini-survey" and "work of literature" can be viewed as a kind of group project, which is the most important for the procedure.

Projects carried out in the framework of the educational process, can be classified on several grounds.

By type of product, which is the result of project activities, projects can be divided into technological, research, productivity, network, service, complex.

Projects based on the dominant activity of the students, are divided into practice-oriented, creative, role information.

For the duration of the projects are mini-projects, short-term, weekly, and long-term. However, we will focus our attention on considering the point of view of the doctor of pedagogical sciences, known researcher in the field of modern technologies of training of pupils E.S. Polat. He defines the method of projects as "definitely organized retrieval, research students, individual or group, which includes not only the achievement of a particular result, issued in the form of concrete practical way, but also the organization of the process to achieve this result" (Polat, 1999: 78-79).

In the works of the author, we see the most elaborated typology of projects in accordance with their characteristics:

1. The dominant method in the project: research, creativity, role-playing, familiarization indicative.
2. Subject-content areas: mono-projects (within the same field of knowledge) and interdisciplinary project.

3. The nature of the coordination of the project itself (hard, floppy), hidden (implicit simulating project participant).
4. The nature of the contacts (among the participants of a school class city, teaching in the region, the country, around the world).
5. The number of participants in the project.

Readiness of students learning Chinese language for project work activities

Taking into account the unconditional advantages of the project method and the level-related abilities of students, and also keeping in mind teacher's experience, it is believed that it is possible to apply it already at the initial stage of learning Chinese characters. In this regard, it is necessary to consider the features and options for organizing the method of projects with students at the very beginning.

According to many domestic psychologists and educators (V.V. Davydov, A.K. Dusavitsky, D.G. Levites, V.V. Repkin, G.A. Zuckerman, D.B. Elkonin, etc.), the effectiveness of use of an active method is largely conditioned by the attitude of the teacher, his views towards creating a person-oriented pedagogical space, a democratic style of communication, and interactive forms of interaction with learners. Also in the psychological and pedagogical literature it is repeatedly emphasized that "an essential condition for the teacher's choice of the most effective methods that optimize teaching is the knowledge of the students' real possibilities, the development of their intellect of will and motives." In addition, in a number of works there is a need for systematic use of active methods, gradual increase in the degree of students' independence in teaching and cognitive activities and in the reduction of various types of teacher assistance. All this, of course, refers to the application of the project method at the elementary level. However, for productive project-training activities, these students also need a special readiness, "maturity", which is as follows (Polat, 1999).

First, it is the formation of a number of communicative skills that are the basis of effective social and intellectual communication in the learning process, which include:

- ability to ask (to find out the points of view of other students, to make a request to the teacher in the situation of "deficiency" of information or ways of actions);
- ability to control the voice (speak clearly, adjusting the volume of the voice depending on the situation, so that everyone will hear);
- the ability to express one's point of view (it is understandable for everyone to formulate their opinions, to prove them reasonably);
- the ability to negotiate (choose in the benevolent atmosphere the most correct, rational, original decision, reasoning).

The second feature of the readiness of elementary level students for project activities is the development of students' thinking, possessing a certain "intellectual maturity." First of all, we mean the formation of the generalization of mental actions as an integrative characteristic, which includes:

- development of analytical and synthetic activities in foreign language;
- the formation of the algorithm of comparative analysis;
- the ability to isolate an essential feature, the correlation of data that constitutes the condition of

the problem in FL;

- an opportunity to highlight the general way of action;
- transferring the general mode of action to other learning tasks.

At the same time, the breadth, measure of independence and validity are the qualitative characteristics of the development of all the components of the generalization of mental actions in elementary level students.

As the third indicator, we will consider the experience of detailed, substantial, differentiated self-evaluation activity that contributes to the formation of the following necessary skills in students:

- adequately assess their work and the work of their classmates;
- it is reasonable to evaluate both the result and the process of solving the educational problem with an emphasis on the positive outcomes;
- highlighting shortcomings, making constructive wishes, comments.

It is necessary to emphasize that the selected indicators of the readiness of elementary level students for the project activity is a necessary condition for the formation of the subjective perception of learning process in foreign language classroom.

Conclusion

New methods of teaching that revive the achievements of experimental pedagogy of the past century, which are built on the principle of self-development and active personality are being introduced to the contemporary educational system. PBL method is considered to be one of these new teaching methods. Project-based learning helps to form the so-called project style of thinking, which connects theoretical and practical components of human activity into a single system, allows expanding, developing, and realizing the creative potential of the individual. However, despite many advantages of this method, it is not very widespread in the local modern schools. It is just beginning to be introduced into the educational process and, as a rule; it is used in optional classes and after-hours activities.

The project based learning method is one of the student-oriented technologies, the way of organizing the independent activity of the students, aimed at solving the task of the educational project, integrating the problem approach, group methods, reflexive, presentation, research, and other techniques.

In conclusion, it is worth noting that one can not disagree with the viewpoints of Russian and foreign educators and psychologists that "project based learning should not displace the class-lesson system, it should be used simultaneously with other methods". And, experience shows that the method of projects, along with other active methods of teaching can be effectively applied in Chinese language classrooms.

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