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METHODOLOGY OF IMPLEMENTATION OF THE PROJECT-BASED APPROACH TO THE RUSSIAN LANGUAGE LEARNING

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The relevance of the article is determined by the study aim: development of students' cognitive skills, ability to independently design their knowledge, navigate the information space, development of critical and creative thinking underlie the project-based method. The project-based method's essence is the idea of its pragmatic focus on the result, which can be obtained by solving a practically or theoretically significant problem. This result can be seen, comprehended, and applied in real practice. Achievement of the result requires teaching students to independently think, find and solve problems, utilizing for this purpose knowledge from different areas, the ability to predict the results and possible consequences of various solutions, the ability to establish cause-effect relationships. The project-based method fully meets the requirements of modern education, because it is both a practice-oriented and person-oriented approach to teaching.

In the methodology of teaching the Russian language and literature, the project-based method occupies a special place, since it allows the student to independently generate own intellectual structures, shape their ability to learn, reason, and act. This allows overcoming contemplation, reflexivity and passivity of students in the course of the learning process. The project-based method forms creative-intellectual activity, communicative skills, extensive mastering of information technologies.

Keywords: teaching methodology, project, method, technique, innovations

I. INTRODUCTION

The project-based method of teaching was developed at the beginning of the XX century to put the training process onto a track of purposive activity of children with regard to their personal interests. It was originally known as the problem-based method sourcing its foundations from the ideas of humanistic philosophy and education, developed by the American philosopher and educator G. Dewey, and his disciple W.X. Kilpatrick [12]. The basic idea rooted in the method, as the authors see it, is active training through purposive activity of the student with regard to his personal interest in the specific knowledge mastered". The project-based method developed by G. Dewey was focused on teaching taking into account the student's personal interest in a particular area of knowledge. "It was, thus, extremely important to show children their personal interest in the knowledge acquired, which could and should be useful to them in life. This necessitates addressing a problem taken from real life, familiar and meaningful to the child, the

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solution of which would require him to apply the knowledge acquired, new knowledge that has yet to be mastered" [12].

In domestic and foreign pedagogy the project-based method got widespread and gradually developed (especially in the 20s - 30s of the last century) by virtue of a rational combination of theoretical knowledge and its practical application to solve specific problems in the joint activities of students [13].

The project-based method took root in Europe and never stood still, the idea acquired technological support, detailed pedagogical developments emerged allowing to shift the project-based method from the category of pedagogical "works of art" to the "practical techniques" category. Based on the idea of free education, the project-based method gradually grew "self-disciplined" and successfully integrated into the structure of educational methods. But the essence of it remains the same, i.e. to stimulate the students' interest in certain knowledge and teach practically to apply this knowledge to solve specific problems beyond the academic context. Now the concept of "new educational technologies" cannot be conceived without the project-based method [27].

This method has recently become the focus of scholar's attention in many countries. The main thesis of the modern understanding of the project-based method, which attracts many education systems, lies in the students' understanding the reason for which they need the knowledge gained, where and how they will use it in their lives. The development of cognitive abilities of students and teaching them to construct their own knowledge is the foundation of the project-based method. The improvement of the quality of students' knowledge, development of their creative abilities is a relevant problem at present stage of development of education. Therefore, significant educational efforts should be made to motivate students. Of particular importance in this case is the project-based method that allows students to master the skill of chaining: from the idea through the goals, objectives, brainstorming to implementation and presentation of their project [23].

In Kazakhstan's education an extraordinary interest is observed in respect of the project-based method which targets independent (individual, group) work involving the use of research and search methods, creative activity of students, studying a variety of information sources, bearing divergent points of view.

And there is nothing surprising in it. For today it is very important to form personality, ability to adapt to the changing conditions of life, ability to work with a wealth of information that has become available through information and communication technologies. The task of the school is rather to teach children to gain knowledge than to pass a certain scope of knowledge to them. Therefore, the project-based activity is currently considered as an integral part of the academic process that allows implementing student-centered and practice-oriented approach to teaching.

"I know my personal need in what I perceive. I know where and how to apply this knowledge" - these words may well serve as the motto of the participants of the project-based activities. Based on the foregoing, the problem of the study is as follows: identification of effective conditions for the development of project-based activities of students at Russian lessons. This article provides a deeper insight into the features of the project-based method as an innovative type of cognitive activity of students, with implications thereof in the study of the Russian language. The hypothesis of the study is that the project-based method stimulates the middle and senior grade students' interest in the Russian language learning, generates leadership qualities, and opens way to schoolchildren' creative thinking.

II. REVIEW OF THE AVAILABLE LITERATURE.

The project is a set of actions specifically organized by the teacher and independently executed by the students aimed at addressing issues of certain importance for the students, resulting in the creation of a product. The project-based method is understood to mean a complex teaching method that allows students to exercise independence in planning, organization and control of their activities.

The main objective of the project-based method is to provide students with the opportunity of independent knowledge acquisition in the process of solving practical problems, or problems that require integration of knowledge from various subject areas. The teacher has a role of the project coordinator, expert, and an additional source of information.

The educational potential of the Russian language increases as the new technologies are introduced in the educational process. The use of technologies involving direct addressing the experience and creativity lets the process of teaching and education by means of the Russian language reach beyond the academic framework.

One of the technologies ensuring personality-oriented education and training is the project-based method, since it practically absorbs other modern technologies, such as cooperative learning.

Unlike other technologies practiced in school, the project-based method provides an opportunity for the teacher to involve students in real communication most rich in foreign-language contacts based on research, joint work, and see the real results of their work apart from those obtained in the course of the game.

Karl Freud identifies 17 distinctive features of the project-based method, among which the most significant are as follows:

- The project participants pick up the project initiative from anyone in their lives;
- The project participants agree with each other on the course of study;
- The project participants develop the project-based initiative and bring it to the attention of all present;

- The project participants concentrate on the work;
- The project participants inform each other on the progress of the work;
- The project participants join the discussion [7].

The project in the projective education and the project-based method differ from each other. Within the framework of the project-based method the project is seen as a teaching tool, a means of mastering certain educational material; in projective education the project development is the purpose of training. That is, referring to the project-based method, we have in mind the way to achieve a specific didactic (methodological) goal by way of the development of the problem and obtaining the real practical result.

In language teaching, the project-based method was actively used in the late 80's of the XX century. Since that time, the leading US and European publishers have been producing manuals for the use of projects in foreign languages teaching. D.L. Fried-Booth "Project Work" [8], the best-known resource manual for teachers, is currently being prepared for re-publishing.

The project-based method has been actively and successfully developed in foreign schools. G. Dewey's idea of a humanistic approach to education, his project-based method has been widely spread in the US, the UK, Belgium, Israel, Finland, Germany, Italy, Brazil and many other countries.

N.G. Chernilova regards the project-based teaching as the one ensuring development and based on "sequential execution of complex training projects with information pauses for mastering basic theoretical knowledge" [6]. This definition is considered by the author as related to the project-based teaching as a type of developmental education.

The projects intended for language teaching, have features that are common to all projects and distinctive at the same time, among which the main ones are as follows:

- use of language in situations as close as possible to the conditions of real communication;
- emphasis on the students' independent work (individual and group work);
- selection of topics of great interest to students and directly related to the conditions in which the project is carried out;
- selection of language material, types of tasks and sequence of work in accordance with the topic and purpose of the project;
- visual presentation of the result.

Thus, the project-based method is a focused and, in general, independent activity of students, carried out under the flexible guidance of the teacher aimed at addressing research or socially meaningful pragmatic problem and obtaining certain results in the form of material and/or ideal product.

In other words, the student's work under a certain project can result in either an ideal product (information research-based conclusion, findings, knowledge generated), or the material product (regional studies collage, album, tourist brochure designed for presenting own "small motherland", participation in the yard or street landscaping, which may be accompanied by a diary maintained in a foreign language, writing letters to foreign peers, creating newspapers, etc.). The best outcome is when both types of product are combined in their dialectical unity.

Currently, there are numerous classifications of projects. T. Bloor and M. Saint-John, the British experts in the field of language teaching methodology distinguish between three types of projects according to one of these classifications:

1. Group project, in which the study is conducted by a group of persons, with every student studying a particular aspect of the topic chosen.
2. Mini-study involving the conduct of individual sociological survey using questionnaires and interviews.
3. The project based on literature processing, involving selective reading of sources on the topic of interest for the student and suitable for his/her individual work [19].

The researchers believe the latest type to be the easiest for practical use, and therefore the most popular. However, the structure of the project described by the above-mentioned authors shows that it involves only the development of the skills needed to work with the literature: viewing and careful reading, the ability to work with directories and library catalogs.

In this regard, we admit to agree with the view of R. Jordan, who believes that the project based on the work with literature is suitable mainly for learning a foreign language for specific purposes. At the same time, a "mini-study" and "work with literature" can be considered as subcategories of the group project, which is the most important for the methodology [19].

Initially, the project-based method was referred to as problem-based. The problem would, as a rule, be of purely pragmatic nature. Solution thereof allowed to actually see the results. Rudolf Steiner, a well-known Austrian educator, also considered it necessary to teach children to use the knowledge they receive in solving practical problems. A lot of attention has been paid to the problem-based method in domestic didactics (M.I. Makhmutov, I. Ya. Lerner). However, the problem-based method has not been associated with the project-based method and lacks technological elaboration. The activity-based approach to teaching sources its foundations from the works by L.S. Vygotsky, P.Ya. Galperin, A.N. Leontiyev, S.L. Rubinstein. Rather than prior to activity itself the acquisition of knowledge takes place directly in the course of such activity, application of this knowledge in practice, and due to such application.

The theoretical foundations of the project-based method implementation in Russia were developed in the works by E.S. Polat [19]. At the present stage of

education development the project-based methodology is studied in detail by both foreign and domestic authors: I.A. Zimnyaya [29], T.E. Sakharova, O.M. Moiseeva [15], I. Chechel' [5], L. Fried-Booth [8], T. Hutchinson [10, 11], D. Phillips [17], Ribe R. [20], Richardson T. [21], Vidal N. [26] and others. Practical techniques and some of the diagnostic data on the project-based method implementation are shown in the studies by Davis [2], Haines S. [9], Verma G. [24], Markham T. [14], Bellanca J. [1], Elliot Soloway *et al.* [3]. The use of the project-based method in high school is studied by Samuel Kai Wah Chu *et al.* [22], some researchers describe the project-based teaching through the introduction of digital technologies [25].

Speaking of the new educational technologies, we must always keep in mind that the true innovation in education is an extremely rare phenomenon. As a rule, such innovation involves considering at the new turn of educational, social, and cultural achievements of long-forgotten old truths in teaching with a different interpretation of methods and techniques of teaching. Almost all of the so-called "new technologies" are well forgotten old ones.

III. METHODOLOGY.

The methodological basis for the study lies in the integration of multidisciplinary approach to the analysis of the material, involving the analysis of linguistic facts in close connection with the Russian language methodology data, i.e. linguistics and cultural studies. The following methods were used to accomplish the tasks set and verify the hypothesis put forward: theoretical-exploratory method involving the study and analysis of the methodological, scientific-pedagogical and methodological literature; comparison and generalization of practical innovative experience; methods of empirical research: interview, observation, testing, psycho-pedagogical experiment, questionnaires, and diagnostic techniques.

IV. MAIN POINTS

Our analysis of the theory and practice of project-based teaching became a prerequisite for creating a model of the process. First of all, it is dictated by a new social order: "the desire to make education not only a means of obtaining a profession, but also finding the meaning of life, a sense of completeness thereof and satisfaction therewith" [16]. The model of project-based teaching of middle school students is understood by us as an interconnected and interdependent complex comprised of several components: task-oriented, content-related, procedural and control-and-diagnostic, providing psychological and pedagogical readiness to projecting independent research activities. The task-oriented component of the model is focused on enhancing and intensification of the teaching process, formation of exploratory behavior. The task-oriented component includes a set of tasks the solution of which involves:

- Students' making up a holistic view of the projecting of research tasks;
- Students' undergoing the formation of the basis of exploratory interest;
- Formation of skills of independent research activities;

The content-related component that includes the knowledge, skills and abilities, provides a mindset for accomplishing the task set. The content-related component combines the principles, functions and content. Teaching using the project-based method rests on the principles of consistency, continuity and performance. Consistency means a logical connection of all elements of the process of formation. Continuity characterizes the dialectical nature of teaching, with each content-oriented step offering opportunities for comprehension of a new one. The last principle implies the nature of the formation of exploratory interest, i.e. in the normal course of activity [16]. The functions of the project-based teaching are the socialization and adaptation in various areas, the formation of exploratory behavior and the ability to synthesize information from various sources. The content reflects the structure of pre-designed cognitive activities:

- Identifying the nature and purpose of independent research activity.
- Identifying the subject-specific global problems and projecting possible solutions thereof.
- Forming own style of exploratory behavior.
- The content-related component serves to solve the following tasks:
- Develop a number of skills, including: observing, seeing the problems, raising questions, putting forward hypotheses, identifying, differentiating and categorizing concepts, structuring material, working with the author's and own texts, conducting various experiments and drawing conclusions from the findings, as well as explaining and defending own ideas;
- Develops the ability to see the extraordinary in the ordinary, find the real problems requiring research solutions;
- Facilitates maintaining high cognitive motivation of students;
- Develops independent creative approach to teaching and addressing further life and scientific problems;
- Promotes and encourages critical thinking, while maintaining tolerant attitude towards mistakes and dissent;
- Develops skills of drawing up research reports;

The procedural component of the model determines the choice of forms and methods of influence on the student, as well as conditions for the implementation of successful teaching using project-based method.

We narrowed down on the following best system of methods: 1) explanatory and illustrative (introductory talks) to form a picture of the project-based method;

2) methods of joint activities (brainstorming, educational discussions, observations, surveys and simulations) to enable students to independently, or under the supervision of the teacher to solve situational problems and develop a set of necessary research skills; 3) methods of problem-based teaching (business games, problem assignments and communication training), simulating real and understandable by students problem situations arising in various areas of our lives; 4) reproductive technique (testing, final discussions, conferences, presentations) to control the teaching process using the project-based method. The control and diagnostic component characterizes the result of the teaching process using the project-based method. The psycho-pedagogical readiness of students to project independent research activity was adopted as the performance criteria. The structure of the psycho-pedagogical readiness of students to design an independent research can be presented in the form of indicators that are quantified, as well as various levels of comprehension of the culture of communication, implying comprehensive diagnostics. The following indicators are proposed:

- Availability of exploratory interest.
- Ability to identify issues that require research approach.
- Ability to project a research program.
- Skills of application of research methods.
- Analysis of findings and selection of optimal solutions.

The control and diagnostic component enables both complex and componentwise control of the process of readiness of students to project independent research activity.

The model offered should be considered in the unity of all its components. The implementation in practice of the experimental logical-and-content model results in a considerably deep and lasting change in the structure of the student's personality, and, thus, the control, correction and diagnostics should be exercised regularly throughout the school project.

Levels of readiness to project independent research activities are divided into high, medium and low. The low level of readiness means that the student is able to participate in certain stages of the project work, group activities, or perform specific functions as directed by the supervisor.

The average level of readiness means the student's ability to independently project the solutions of the problem posed by the supervisor or the group and implement the same in the course of the group activity or under the supervision.

The high level implies an independent isolation of the real problems that require solutions, development of hypotheses, projecting of research, active using of research methods and the ability to critically evaluate the results of the work by finding optimal solutions [16].

Following the results of the diagnostics, at the beginning of the diagnostics the high level of readiness was observed in 18% of students, with 68% middle-level and 14% low-level readiness students respectively. At the end of the diagnostics 28% demonstrated the high level of readiness, with 60% and 12% showing the middle- and low-level readiness. Thus, we had an increased number of students with the high level of readiness due to a reduction in the number of middle- and low-level readiness students.

While working on the project, we used two types of diagnostics: general and thematic. General diagnostic tools help to explore the level of readiness of students to participate in the project activities, its efficiency, which results have been achieved in the process of working on projects. General diagnostics is aimed at the study of the development of the following aspects of the student's personality: interests, creativity, self-esteem, cooperation, level of training [16].

We carried out general and thematic diagnostics in three stages: initial, corrective (current) and summarizing (the final).

The initial stage of the diagnostics is carried out in the first 2 weeks of teaching practice; it is connected with the identification of the interests of students, creative, communication skills, ability to evaluate their own and others' actions. At this stage of the overall diagnostics of the student's readiness for the initiation of the project activities is checked. The data obtained helped us to choose the project topics.

The current stage of the overall diagnostics was carried out in the middle of pre-diploma practice and helped to identify the changes in the development of students, relations within the team. The information received at this stage of diagnostics helped us to assess the effectiveness of the project as a whole, correct the course of the work, and improve the style of relations with students and between them. We had the opportunity to help the children to more actively, independently and creatively participate in the activities of the group and the team.

The final stage of diagnostics was performed at the end of the practice (the end of the 3rd quarter) in order to determine whether the result coincided with the objectives of training and education. Due to the information received, we were able to draw a conclusion about the effectiveness of project activities in the educational process.

Stages of thematic diagnostics

The initial stage of thematic diagnostics was conducted in the preparatory phase of the project. The purpose of this step was to identify the children's understanding of the project problem, the importance of the topic and interest in it.

The current stage of thematic diagnostics helped us to understand the children's interest in the subject of the project, whether it was significant for them, make a quick decision to coordinate and improve the activities of the project participants.

Similar to the current stage of general diagnostics, it helps to assess the correctness of previous decisions, adjust the course of the project, and improve the relationship between the children. This step was based on the exploratory and search stage of the project carried out.

The final stage of thematic diagnosis is based on the reflective stage of the project. Its goals are to identify the personality changes in the course of the project: how close the topic was to each student, what new things they learned, what they changed in the course of the project.

Comparative analysis of the initial and final diagnostics data shows the effectiveness of either a particular project or the project activity as a whole.

General and thematic diagnostics of students in the course of project activities allows to conduct qualitative monitoring of the development of skills and abilities of students as well as to identify the children's attitude to the topics of project activities, and helps to organize the work on the project.

We used the following diagnostics types:

Questionnaires for students:

1) "Identifying the degree of manifestation of leadership or isolation of students"
2) Sociometry "Studying children relationships in a team and the determination of leaders in the class".

Questionnaires: "Communication skills of students", "Difficulties in communication of children", "Creativity of students", "The creative potential of students", "Students' cognitive independence".

The diagnostics covered 20 students of 9 "A" class of secondary school-gymnasium No. 9 of Pavlodar city during the period from January 26 to March 26, 2016. The diagnostics conducted yielded the following results: two evident leaders were identified in the class. Three students were found to be relatively isolated. In general, the class demonstrated friendly atmosphere with no marked conflict between the students. These findings were useful to us in the formation of groups to take part in project activities.

A survey of the communicative skills of the students yielded the following figures: at the initial stage 40% of the students were active participants in the project activity, with more than 68% of the active students by the final stage. Thus, there was an increase in the number of students actively involved in project activities.

We also conducted a survey on what difficulties arose for the children in the process of communication. The following conclusions can be drawn on the basis of the data obtained: as a result of project activities the children began to experience fewer difficulties in communicating with parents (3%), teachers (9%), classmates (9%) were more likely to seek the help of parents (3%), the teacher (8%), friends in the class (18%), evidencing the improvement of the communicative abilities of the students. Diagnostics of the students' creativity potential let us establish the

following pattern: at the initial stage there were 18% of the gifted children in total, at the final stage 35% of the children improved their performance. The children's cognitive independence diagnostics data yielded the following findings: at the final stage an 18% improvement in cognitive independence of students was observed (from 32 to 50%).

The children's research activity development diagnostics showed the following results: the students' self-esteem was higher than our estimate of their activities. They had difficulty in the ability to set a goal and plan the result of the activity (35%), the ability to communicate and interact with other students (65%). Evaluation by the children of team activities of their groups and other groups let us identify the following trends: 9 "A" class students' assessment of their group activities was mainly positive, but the children reported a lot of shortcomings in the team work of other groups. Team spirit is inherent in children; a competition component plays a great role in their activity.

Consequently, following the results of the diagnostics conducted, we noted the improvement in the communicative abilities of students, active participation in the project activities, cognitive independence and creativity of the students.

The project-based activities yielded positive results in the study of the Russian language. As an example, the steps of the "Conjunctionless complex sentence" project-based activities are provided. This involves drawing up of presentations (group and individual), decoration of the Polite Words Corner for the Russian language thematic week in schools and preparation of a notebook with practical exercises titled "Conjunctionless complex sentence".

A lesson involving the project-based method can either be a lesson aimed at mastering new material, or revision and practicing skills of solving educational problems. The main form of work in the classroom is a group work. In grades 8-9 a significant and voluminous section of the Russian language - syntax - is studied, so the goal of effective repetition, generalization and systematization of educational material on the topics of this section can be reached through the group project-based work. We decided to create a workbook with practical exercises on the studied subject.

The project is designed to be completed in 4 lessons (2 lessons for the coordination of the project team activities and 2 classes for the product presentation). The main work on the collection of information, preparation and production of the product, and drawing up of presentation is held as part of extra-curricular activities.

The project implemented is of practice-oriented, group, short-term type.

Didactic goals of the project: increasing the motivation of the students in exercising the activities associated with repetition, generalization and systematization of the material studied; development of creative abilities; formation of a sense of responsibility; establishment of the environment fostering a cooperative relationship between the teacher and students. Methodical goals of the project are: generalizing and systematizing the topic-related knowledge; formation of the ability

to properly arrange punctuation marks in conjunctionless complex sentences, singling out various types of conjunctionless complex sentence. The tasks were focused on analyzing and revising the material studied. While working on the workbook, the students were coming up with creative tasks: to divide the sentences on groups with different types of linking; to properly arrange punctuation marks; to select the sentence matching to the scheme; to substantiate the selection of the punctuation marks etc.

A high level of motivation in the work is the key to the success of the project. Working on the project, students actively participate in the formulation of project goals and objectives that the teacher can help to formulate, but in an incomplete form. While specifying the goal and objectives of the project arising out of its problem, students having already considered the issue as their personal one, acquire personal interest in solving it. Such practice ensures motivation for personal participation in the work.

Here are some examples of tasks for independent work of students under the project: Project 1. Users of "Written Speech Culture" website frequently ask questions about the proper placing of punctuation marks in sentences with HOW/ AS/LIKE conjunction. However, insufficient material is available on this topic at the website. We invite you to participate in the group project titled "The punctuation before HOW/AS/LIKE conjunction". Choose examples that illustrate various uses of the "dangerous" HOW/AS/LIKE conjunction. You can offer the results of the project, issued in the form of e-learning tool, to the website developers or post them on the school's website.

Project 2. On May 24, in many Slavic countries, including Russia, the Day of Slavic Writing and Culture is celebrated. You are to prepare extra-curricular activities on the theme "Where the Russian language originates from?" by the Russian Language Week, which is usually held in schools on the eve of this holiday. Review chapter "Overview of the Russian language", find extra material, and choose interesting texts and tasks for the audience. Prepare the results of the project in the form of hand-written and / or electronic newspaper.

Such work not only motivates students to learn the language, but also makes them closer to culture and art, developing creativity, and facilitating the process of mastering a non-native language.

V. RESULTS

Project-based teaching is focused on independent work of students - individual, pair, group activity, which students perform within a certain period of time. This involves the interaction of students with each other and the teacher, whose role ranges from a supervisor to an equal partner and consultant. Collecting and analyzing information, students produce oral and written messages, consult with each other and argue to come to the same opinion.

The ability to use the project-based method is an indicator of the highly qualified teacher, his progressive teaching methods and development. No wonder this technology relates to the technology of the 21st century, providing, in particular, ability to adapt to rapidly changing conditions of life of industrial society.

Of equal importance is the fact that the children work in small groups. In the group there are always students with different levels of language proficiency. In the course of the conduct of lessons in the traditional form less prepared students keep silent. Each student contributes to the work on the project, its implementation, depending on the knowledge and personal interests. Everyone is equally responsible for the implementation of the project and must provide the results of their work.

The project activity fosters and promotes the independence of students in the self-expression, because in the process of joint group activity they, above all, learn to express their opinion, listen to others, avoid conflicts if their own opinion does not coincide with the classmate's opinion, learn to reach agreement, develop a common opinion about what and how to do.

The results of the research include the development of guidelines for the organization of the project work, as well as identifying the characteristics and requirements for the use of the project-based method.

VI. DISCUSSION

Currently, the project method, being a student-oriented pedagogical technology, became a tool actively used in the learning process; because it allows to seamlessly integrate students' knowledge from different areas, put them into practice, creating new knowledge, ideas, and values.

The project-based method, as a student-centered pedagogical technology, is based on the recognition of the unique nature of each student and his or her identity. The role of the teacher in this case is to organize an appropriate learning environment where the student relies on the personal potential and appropriate teaching technology. Project-based learning is defined as a joint activity of the student and the teacher, which is aimed at self-realization of the individual student and the development of his/her personal qualities in the course of the project.

The analysis of the project-based method, being a student-oriented pedagogical technology, shows that the project study is a learning activity, the qualitative features of which lie in the realization of the structural elements of the educational activity and its ability to ensure creative and personal development of students.

Experiments have shown that the study of the Russian language using the project-based method as a student-centered pedagogical technology ensures intellectualization of training, attracts students by not only the opportunity to acquire new knowledge, but also the opportunity to carry out an intelligent search, reason, make decisions, i.e., meet the standards of developing training.

The project-based method, being a student-oriented pedagogical technology, allows ensuring integrative basis for learning and synthesis of knowledge of students. Student-centered learning, by its content and quality features establishes an environment for intellectual and personal formation of the student, facilitates the student's complete mastering of all structural components of the project.

Students generate and enhance the habit of analyzing consumer, economic, environmental and technological situations, the ability to evaluate ideas based on real needs and material possibilities, choose the most technological, economical method of making an object of project activity meeting the design requirements. Project-based learning is a complex synthesis process involving rational combination of reproductive and productive activities, allowing combining and connecting formal knowledge with practical experience.

Studies have led to the following conclusions:

1. The content of the concept of "project-based learning as a student-oriented educational technology" is considered as properly arranged joint activities of the participants of the project, furthering the educational process to a certain result, which is mainly manifested in the products of creative activity of students and the development of personal qualities that are relevant in this activity. The project-based method, being a student-oriented technology, involves the recognition of the unique nature of each student and his or her identity.

   The project, as a student-centered learning technology, ensures the integrity of the educational process, allowing a united accomplishment of training, development and education of students, as well as promotes differentiation and individualization of learning.

2. The study of Russian as a second language using the project-based method helps students to expand their vocabulary, learn grammar in a consistent way, and master spelling. Presentation of projects as the final stage of the work is beneficial to the child's personal growth, developing the necessary skills to work in a team, assign roles and follow the plan.

   Using the project-based method involves the diagnosis of personality traits of students as subjects of the project educational activities, among which are agility, responsibility, commitment, initiativity, independence, thinking flexibility, imagination, curiosity, ingenuity etc.

3. The conditions of the efficiency of the project-based method as a student-oriented technology include differentiated organization of learning activities of students, based on the age characteristics of students, level of intellectual development, type of thinking, interests, and capabilities in carrying out project activities. Differentiated approach establishes a favorable environment for the involvement of pupils in project activities

based on their individual abilities and value-meaning attitude to learning and self-development.

The lessons scheme developed involving the use of the project-based activity technology will help the teacher to properly arrange the material, accelerate the language learning by children, and diversify the process of mastering the knowledge difficult to understand otherwise.

VII. CONCLUSION

The modern school requires a teacher as a cultural, spiritual, moral, humane, socially active individual, with a sense of personal responsibility, able to communicate in his interaction with children new knowledge of cultures, tolerance, empathy, committed to collaboration with colleagues, parents and children, a personality ready for joint research and creative work, capable of reflection.

Every new historical era requires new approaches to the organization of educational process. In learning the Russian language, the project-based method is used for the purpose of cultivating interest in learning languages, promoting the motivation for studying this language, the development of the ability to independently search for necessary information, the development of communicative competence in Russian, and convinces the students in the practical importance of a good command of Russian.

Studying the use of project-based methodology in the system of educational and extra-curricular activities on the Russian language we have reached the following conclusions:

The project-based method is a new educational technology and constitutes a possible alternative to the traditional class-lesson system. The need for the use of the project-based methodology in the modern school education is conditioned by apparent trends in the educational system towards a full development of the student's personality, his/her preparation for the real activity.

During the targeted analysis of respective theoretical scientific and methodical literature, it was concluded that the project-based methodology, being an innovative technology, is related to the main tasks of modern school education: make teaching a more problem-oriented process; ensure greater use of the reflexive approach in teaching (analysis, synthesis of ideas); cultivate the students' ability to formulate their own opinions; enhance students' autonomy; revise the traditional role of the teacher and student in the classroom.

However, this school tasks solution is difficult in the framework of the traditional approach to education directed more towards mastering and reproducing school material and development of necessary skills.

The observations in the course of the experiment showed that the use of the project-based methodology remains for the most part inferior to the application of the traditional approach to teaching. This is due to incomplete or untimely awareness

of teachers about the specifics of the use of this alternative approach in the teaching process, the conservative atmosphere maintained among the teachers of school ¹9 of Pavlodar city, as well as the existing difficulties of using the project-based techniques by the students: linguistic barriers, lack of ability to exercise independent critical thinking and ensure self-organization and self-learning. Therefore, the organization of the project-based work requires, first of all, the study of the basic theoretical and practical bases of the use of the project-based methods in the educational process aimed at addressing the difficulties encountered.

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