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NÚMERO ESPECIAL

Project-based learning in the training of future philologists

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ABSTRACT

Objective. The objective of the research is to determine the effectiveness and relevance of the implementation of project-based learning technology (PBL) and students' assessment of the prospects for learning linguistic theory, theory and practice of translation using the PBL method. Methodology. The use of project-based learning technologies within language courses increases understanding of native linguistic concepts, strengthens the link between translation theory and technology is the research hypothesis. To implement the research goals an innovative educational project was presented and implemented on the basis of Kharkiv National Pedagogical University named after Hryhoriy Skovoroda, Ukraine. Participants of the project attended the course "Fundamentals of Translation" during the academic year. The whole process of project creation was formed in three stages and contained 6 steps: initiation, definition, design, development, implementation, and summarizing. Results of the paper. The results of the study showed that the students have a very positive evaluation of the use of project technology in professional training of philological field, thus this training is effective. Examination of practical cases on the implementation of the PBL method will allow identifying more prospects in such areas as collaboration and project design.

KEYWORDS: Learning environment; Learning methods; Language education; Linguistics.

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Aprendizaje basado en proyectos en la formación de futuros filólogos

RESUMEN

Objetivo. El objetivo de la investigación consistió en determinar la efectividad y relevancia de la implementación de la tecnología de Aprendizaje Basado en Proyectos (ABP) y la evaluación de los estudiantes sobre las perspectivas de aprendizaje de la teoría lingüística, la teoría y la práctica de la traducción utilizando el método ABP. Metodología. La hipótesis de la investigación es que el uso de tecnologías de aprendizaje basadas en proyectos dentro de los cursos de idiomas aumenta la comprensión de los conceptos lingüísticos nativos, fortalece el vínculo entre la teoría de la traducción y la tecnología. Para implementar los objetivos de investigación, se presentó e implementó un proyecto educativo innovador en la Universidad Pedagógica Nacional de Kharkiv que lleva el nombre de Hryhoriy Skovoroda, Ucrania. Los participantes del proyecto asistieron al curso "Fundamentos de la Traducción" durante el año académico. Todo el proceso de creación del proyecto se formó en tres etapas y contenía 6 pasos: iniciación, definición, diseño, desarrollo, implementación y resumen. Resultados del trabajo. Los resultados del estudio mostraron que los estudiantes tienen una evaluación muy positiva del uso de la tecnología de proyectos en la formación profesional de los estudiantes del campo filológico, pues esta formación es efectiva. El examen de casos prácticos sobre la implementación del método ABP permitirá identificar más perspectivas en áreas tales como la colaboración y el diseño de proyectos.

PALABRAS CLAVE: Ambiente de aprendizaje; Métodos de aprendizaje; Enseñanza de idiomas; Lingüística.

Introduction

Philology is a branch of knowledge, the core concept of which is language, its study, semantic components, and system connections and, of course, ways of effective language learning. In the pedagogy of linguistics, first, the space for the application of effective educational technologies at different educational levels, in different contexts and conditions (Junining et al., 2020). The group of researchers also found that theoretical aspects of linguistics are critical to understanding the mechanisms of language functioning and help in the formation and development of practical knowledge and skills that are essential for philologists and philologists. The study of foreign languages is not a purely field of specialists in this field, but also largely determines the professional level of philologist as such (Correa, 2014). Linguistic

disciplines are an important component of the curricula of various philological disciplines and specialties with foreign languages of instruction. Sometimes it is a specialty of the student's choice, but it is not very popular, it is considered that it is not important and vital for better language learning. This is a pedagogical problem, where it is necessary to resort to innovative approaches and pedagogical technologies of interactive level. The project approach can show the important role of the theory of linguistics in activating and promoting language learning in the educational context.

1. Literature review

The study of design technologies has been going on since the XIX century (Dewey, 1938) and it was associated with the development of learning theory. This student-centered learning finds its researchers in the fields of modern pedagogy (Kim, 2011; Ko, et al., 2013; Vienna, 1996). This is a comprehensive approach to work in the classroom, which combines practical tasks and lecture materials, and in this process were actively involved not only teachers but also students (Puranik, 2020). The design method was effectively used in the case of studying complex topics and large amounts of educational materials (Way, 2016). In a number of researches elements of design technologies were gradually considered, researches as investigations were singled out; step-by-step preparation with definition of a core basis; preparation of tasks with a body of problem and leading questions (PACTE, 2018).

The PBL method provides practical design opportunities in the structure of academic disciplines, promotes cooperation between teachers and students, teaches group work, and provides feedback within the project between the course authors and their students (CASLS, 2019). Consideration of the introduction of project - based learning in the study of linguistic disciplines is presented in research (Javadi, Tahmasbi, 2019). The researchers have humanized theoretical, difficult-to-learn material, equipped classrooms with the necessary technical teaching aids, made courses closer to students through involvement in active project activities (Shin, 2018). The research aim set for the student should be relevant, related to the communicative and production needs of the future profession, for example, research projects as an operational way to solve the problem, the so-called crisis management (Kuzmina, et al., 2020). The dependence of motivation to study, to carry out research on successful project

activities have also been studied in modern pedagogy (Solemani, et al., 2015). The relationship between the PBL method and the preservation and nurturing of student educational interests has also been in the research focus (Peterson, Nassaji, 2016), this also applied to the search for ways to improve the activity of writing and translating texts (Sedeghi, et al., 2016; Vasquez, 2018).

The pedagogy of translation is not outside the research interests. The potential of translation as a teaching technique for the formation and intensification of linguistic and cultural awareness of students was studied, first, creating opportunities for students to compare the structures of one language compared to others (Bergen, 2010). There are studies that consider the assessments of students of the feasibility of teaching translation as an element of speech skills development (Zhao, 2018)., (Brogger, 2017) investigated the effectiveness of different translation methods and the feasibility of their use, ways to improve the understanding of grammar and difficult cases of translation.

In addition to promoting the study of linguistics, project activities should be consistent with the content and structure of the curriculum. The integration of project technology into the foundations of university education is also in the field of view of researchers (Senthilkumar, Kannappa, 2017; Salgur, 2013).

The educational systems of different countries have accumulated extensive experience in using the project method in teaching. This method is an alternative to traditional teaching because it helps to bring theoretical teaching material closer to practice; changes the roles of students who become active full-fledged subjects of education and teachers who organize, supervise and direct this process, and not just pass on ready-made information to students. At the same time, improving the motivation of students, educating the principles of critical thinking and the effectiveness of independent learning of future philologists is insufficiently researched in scientific and practical literature. That is why it is necessary to continue pedagogical experiments in the field of formation of speech skills, formation of social and personal responsibilities of the graduate of philological direction.

The objective of the research is to determine the effectiveness and relevance of the implementation of project-based learning (PBL) technology and students' assessment of the

prospects for learning linguistic theory, theory and practice of translation using the PBL method. To achieve an objective, a number of tasks were performed: to determine the structure and sequence of project activities by students of philological specialties; to establish the assessment given by students on the relevance and prospects of studying linguistic theory, theory and practice of translation using the PBL method.

2. Methods

To implement the research goals, the group introduced an innovative educational project, which was implemented by the university (Kharkiv National Pedagogical University named after Hryhoriy Skovoroda, Ukraine). 20 participants who attended during the academic year (2 semesters) course "Fundamentals of Translation" for philological specialties attended the project. Within the framework of this training course, a number of project tasks were introduced aimed at improving the understanding of basic linguistic concepts, translation theory, and in general correlations between linguistic theory and its implementation in translation practice.

Stage 1. The whole process of project creation was formed in three stages and contained 6 steps (initiation, definition, design, development, implementation, and summarizing). At this stage, 1 step of the project has been introduced, which involves the development of a concept, project idea, development of basic tasks, which required definition and planning. The main steps of implementing a functional pragmatic approach to the translation of texts are identified.

Stage 2. At this stage, a set of materials on the subject "Fundamentals of Translation" provides for active work on the project. In experimental groups, the teacher monitors the status and content of the project. The range of interviewers is determined; transcripts and types of translation are developed. Step 2 is carried out in the project implementation, when the project is constructed and the plan and its content are formed.

Stage 3. At the final stage, respondents' assessments of the introduction of project technologies in the study of theoretical disciplines in the linguistic field will be monitored, as well as a questionnaire to assess the usefulness and motivation of respondents during the course "Fundamentals of Translation", in addition to design technology was assessed from the standpoint of the feasibility of introducing it into the educational process on an ongoing basis.

Based on the implemented project, data on translation features were collected, bilingual glossaries were compiled, and translation techniques were identified, as well as the main difficulties and errors of translation, project dossiers, links to websites and groups on social networks, etc. were compiled. The training materials were later uploaded to university websites, electronic archives, specially adapted for the purposes of this study.

Regarding the difficulties encountered by the research team during the work on the project and in the process of conducting the experiment, it is time costs (2 semesters), and it is also difficult to determine the reasons for changes in respondents' assessments; there is no possibility to conduct a qualitative in-depth study.

3. Result

In the study, students were grouped into 2 creative project groups of 10 people each (70% women and 30% men). Their age ranged from 20 to 23 years. These are students of the 3rd year of study of the first (bachelor's level), who studied the third year of foreign (English) as a second language and Ukrainian as the main language in the 2020-2021 academic year. Applicants have chosen the training course "Fundamentals of Translation". They were familiar with translation techniques, but had not previously used project-based learning technology. In parallel with the project activities, teachers used educational literature on the theory of linguistics. This is a series of textbooks in linguistics, based on which theoretical training was carried out. Translation skills were based on translation theory works and author's teaching materials, selected specifically for the introduction of design technology. Respondents were introduced to the features of several types of translation (literal, literary, free, and contextual, etc.). The level of student success depended on the success of the quality and the group's assessment of the role and contribution of each to the project.

At the 1st (preparatory) stage, the research group and teachers had a step-by-step algorithm for designing. Project participants gather in the audience and discuss all aspects of future work.

Step 1.

1. The initial phase begins with the first week of the course. Participants assess their capabilities, determine the range of research interests, their capabilities and desire to improve

specific skills and knowledge. They work with texts of different genres prepared by the teacher, determine the types of translation, and consider the main provisions of the theory of linguistics, which help to identify the type of translation, to determine its stylistic markers and pragmatics.

2. Project identification and planning phase. At this stage, (the first half of the second week of training) are formed requirements for the project, tasks to achieve the goal. For example, the number of interviews on the initial topic, their transcription, determination of pronunciation, translation, analysis of transcripts based on linguistic theory and translation typology, choice of translation type, etc.

Step 2.

3. Project design phase. At this stage (the second half of the week in the implementation of the project) the teacher agreed on the project with the groups. Each participant received their task and took on a role in the project. The schedule of actions on the project is covered, covering the problem part, conducting interviews, interviews, transcription in accordance with the established purpose and objectives of the project.

4. The stage of project formation is the process of project development. At this stage of work on the project, teachers must provide all opportunities for students to implement their plans. This includes theoretical advice and the availability of the necessary training and additional materials, a good technical base. If the interviewees are invited and selected, there is a selection and accumulation of textual information and fulfillment of all requirements for the project.
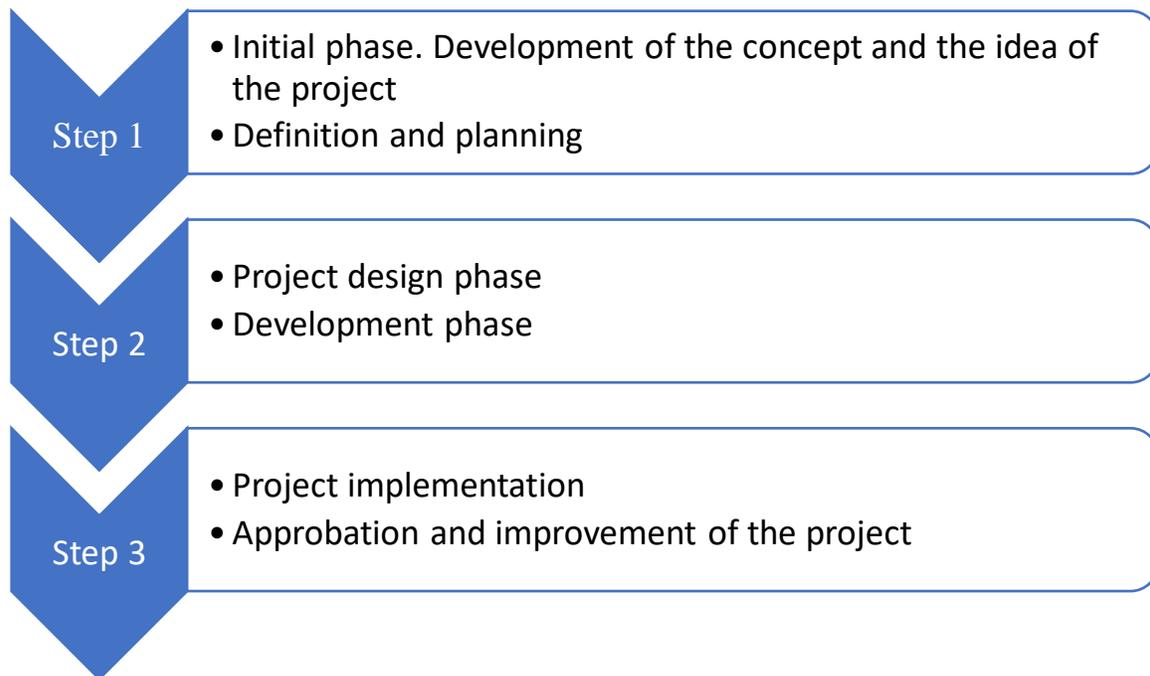
Step 3

5. Project implementation - project implementation phase. Planned actions were implemented; materials were collected, analyzed and identified. The whole group prepared a project.

6. Implementation and improvement of the project. This is the final stage, it is necessary to check the correctness of all content parts of the project, before presenting it to experts and other groups of students (especially if there was to be mandatory feedback), check the possibility of individual feedback with all project participants. After discussion in the project team, this project is submitted to the consultant, teachers and prepared to interact with them

so that everyone could comment on their project and so that each member of the project team could present this project.

Figure 1. Step-by-step design of project creation techniques

- **Step 1**
  - Initial phase. Development of the concept and the idea of the project
  - Definition and planning

- **Step 2**
  - Project design phase
  - Development phase

- **Step 3**
  - Project implementation
  - Approbation and improvement of the project

At the second stage, there is an active training of theoretical bases with parallel application of design technology. In the process of teaching the course "Fundamentals of Translation" the main goal was to present linguistic concepts in relation to the implementation of translation, where the goal of project technology in teaching practice to include theory in practice. From such positions the subject and structure of the course "Fundamentals of Translation" were formed.

At the final stage, a questionnaire was presented, which contained 4 questions. Respondents had to answer in the negative or agree with each question.

Students generally praised the introduction of project technology in the structure of linguistic disciplines. Most of all, the change of attitude toward traditionally important, in the opinion of students, linguistic theories were captured, as the project allowed us to see how theoretical theses can help in the implementation of practical cases.

The participants of the experiment were also asked to evaluate the introduction of the PBL method in the theory and practice of translation. A questionnaire was proposed, which contained the questions presented in the table (Table 3). Students gave their answers, the most typical of them were also presented in the table, and the number of answers is presented as a percentage.

Table 1. The structure of the course "Fundamentals of Translation" using project technology

№	Name of topics	Section name
1	Theory of linguistics	Phonetics and phonology Morphology Semantics Syntax
2	Courses in linguistic issues	Applied Linguistics Pragma-linguistics Sociolinguistics History of language Linguistic style
3	Fundamentals of translation and theory of linguistics	Types of translation equivalence (conceptual, propositional, thematic, contextual); Typology of translation (scientific, technical, literary, free translation)

Table 2. Assessment of the relevance of project activities within the training course "Fundamentals of the project".

		Yes	No
1	We are waiting for the continuation of project programs in the future	65%	35%
2	PBL contributed to the learning process with pleasure	43%	57%
3	The help of teachers contributed to the project activities	65%	35%
4	The project allowed us to look at linguistics differently	80%	20%

Table 3. Student assessment of work with the PBL method

№	Question	Reply
1	Why I learned something new while working on the project	Ability to work with the project (54) Translation skills (60) Improved language skills (43) Language skills (43)
2	The best part of my project was the section with	Morphology (45) Syntax (38) Vocabulary (24) Linguistic Theory (51)
3	The biggest difficulties encountered on the project are	Foreign language, especially: Phonetics (37) Morphology (14) Syntax (19) Vocabulary (8) Theory of Linguistics (48)
4	The most interesting thing was to work with	Foreign languages (83) In Ukrainian (75)
5.	It was the least interesting to work with	Theory of Linguistics (52)

As the final survey of students showed, the theoretical aspects were the least interesting. It is necessary to continue working on improving the work with theoretical material, to work out new forms and methods of teaching linguistic theory.

In general, students of philology with pleasure during the introduction of project technology studied languages (80%), learned to translate texts of different genres and styles, studied the typology of translation (60%). The least difficulties arose with the assimilation of lexical material, and the greatest with phonetics and morphology.

4. Discussion

The research on the introduction of project-based technology and its evolution in teaching of transfer students (Mary-Yilan, Konca, 2021) showed that during the introduction of project-based technology in English and Turkish language learning by the students of the philological field. The motivation of students has increased, their attitude to learning has

improved, and they are beginning to take a positive view of traditionally difficult language topics and translation systems. Almost 70% of respondents noted the need for active participation of the teacher in the learning process and project preparation, and 93% of respondents in general positively evaluated the project activities within the framework of linguistic disciplines, noted that their skills in translating from English into Turkish have improved, the students have discovered new positions and perspectives in translation theory, and are looking forward to continuing their studies using the PBL method. Our survey also revealed that 80% of the respondents praised the use of project-based technologies in language courses, and students noted the need to constantly involve project-based technologies in the study of linguistic theories in combination with practical cases. The importance of the influence of the teacher in the process of implementation of the PBL method was found by 65% of the students, but 35% of them did not need significant assistance of the consultant-director.

Kiki-Papadakis & Chaimala (2016) raised the issue of mandatory inclusion of research and innovation programs in the curricula of institutions of higher education. An important condition for the success of the pedagogical educational project is the support of the administration, the managerial staff of the universities, which is realized in the technical and technological equipment of innovative projects, considering them in the development strategies of institutions (CASLS, 2019). Indeed, the inclusion in the structure of curricula of courses of choice that would simultaneously carry out the training of a qualified modern specialist, who is grounded in the basics of linguistic knowledge and at the same time possesses practical translation cases, is a very relevant topic. This study has shown the possibility of implementing such practices in the training process of students of philological studies.

The implementation of new research in the theory of translation, translation pragmatics to teaching activities remain unresolved. The role of digital technology is critical in optimizing the efficiency of teaching foreign languages, as well as the implementation of translation activities.

Conclusion

During the project a set of translation and educational materials was collected, which contributed to increasing the motivation of the students to study the courses.

The main stages of project activities were several. This is the initial phase of creation of the concept, the idea, and formation of motivation. Then the main topics are identified and the project plan is created. In the phase of constructing and building, the structure of the project began the selection of texts, respondents, and the collection of materials. Then carried out the phase of the development of the project with the active assistance of the facilitator. The final steps in the realization of the idea are the implementation of the project as a holistic complex, the analysis of problems and benefits. In addition, the final step is the improvement occurs assessment of the project by all its participants, teachers, consultants, etc.

Overall, the experimental study showed a positive acceptance of the implementation of project technologies in professional training of students in the field of philology. Further continuation of work with the PBL method was desired by 60% of respondents. The students were also keen to combine the theoretical basis of linguistics, translation theory and their practical application (more than 80%), which in itself facilitates the understanding of language disciplines and demonstrates the necessity of possessing such knowledge.

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