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## The Essence and Content of Foreign Language Learners' Project Competency

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### Abstract

*The article outlines the history of the project method's application and the implementation of project activities in foreign language instruction, gives examples of tasks for project activity organization found in contemporary English textbooks, notes the challenges associated with completing these tasks, and emphasizes the need for students to develop project competence. To that end, an attempt is made to ascertain the essential elements and content of project competence.*

**Key Words:** project activity, project method, definition and components of project competence.

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The topic selection was made relevant since there hasn't been enough study done on the elements and circumstances that influence how well project activities are planned and carried out while teaching a foreign language. The secondary school is meant to develop a universal personality with a system of knowledge and skills, as well as a variety of unique personal attributes, capable of predicting and analyzing, and prepared to interact and communicate not only in their native language but also in at least one foreign language, according to the educational standards.

It is suggested that the student project activities be used to accomplish this purpose. The project activity has already been implemented in a number of educational institutions and enables us to achieve a whole new level. It encourages project participants and helps kids display their leadership and other personal attributes. It also teaches them how to work both individually and in teams, as well as how to fairly evaluate their strengths and shortcomings and complete tasks that they have begun. In foreign language classes, there are particular potential for the utilization of project activities. This is because society has high expectations for people's knowledge as well as their freedom to acquire it. Both in the world and domestic pedagogical science and practice, numerous attempts have been made to consider the content of the concept of project activity and to characterize the method of projects, as well as to apply it in the learning process. In Russia, at the beginning of

the twentieth century, a group of teachers under the leadership of S. T. Shchatsky made efforts to introduce the project method in teaching, but not so successful. In foreign pedagogy, the American psychologist D. Dewey gives a detailed description and justification of the project method [4].

I. A. Zimnaya attempted to bring this technique back to life in our nation in the 1990s [5]. In his writings from the turn of the XX and XXI century, E. S. Polat addresses the peculiarities of using project activities in the execution of the academic discipline "foreign language" and provides a methodical description of their usage [6].

Presently, the writers of several instructional and methodological complexes for students studying a foreign language—particularly English—regularly make reference to the project method and provide assignments for carrying out project activities. For instance, third-year students can create a Christmas tree toy, outline the basic processes for crafting, and provide a list of supplies needed for their assignment in the educational and methodological complex "Enjoy English-3" [6]. As part of the "Spotlight-5" educational and methodological package, fifth-year English language learners are required to create a sundial or sketch a map [3]. High school students studying English in the tenth grade (the educational and methodological complex "Enjoy English-10" [2]) are required to build a robot model, respond to questions that help them understand why the robot was made, and then give a presentation—a narrative about the work they did. In actuality, though,

there are a lot of challenges and inconsistencies while carrying out these project plans: Similar examples of the exercises mentioned above may be found in practically every foreign language textbook, but professors typically leave them out and pupils don't complete them. Why is this taking place? This appears to be because, in order to carry out such a task, the essential information is lacking from both educational and methodological complexes as well as teacher-specific methodological materials. Specifically, it is not made clear how to develop the project technologically, plan ahead for the implementation of project activities, or communicate with teachers and students throughout these phases. When choosing a project concept, educational and methodological materials fail to consider the interests of the students themselves. They also deny students the chance to share their ideas and discuss them with others. The absence of technology is very important for the project's development and planning (i.e., which steps to do in what sequence), as the content is not reflected and the speech material in the language under study is not presented. Since there is no evaluation scale or set of criteria, it is also unclear how to assess the finished output. Furthermore, it is unclear who should be in charge of leading the evaluation of the project's outcomes. Lastly, there is not enough time allocated for the project's implementation in the calendar or theme planning. It is evident, therefore, that pupils will not be able to fully express themselves when required to do project-based

learning in college or the workplace if they are unable to develop these abilities in high school.

As a result, it would appear wise to avoid accepting a situation where a job is assigned to create a project, but in reality, it becomes nearly difficult to accomplish. The development of project competence, which will get pupils ready for project activities, offers the answer.

The pedagogical literature's inadequacy in addressing topics like the nature and substance of project competence, as well as the theoretical and methodological underpinnings of its development in the learning process, is shown by an examination of the literature. Determining the substance and content of students' project competence when they are learning a foreign language is, thus, the goal.

While the phrase "project competence" has been used in study, it is not yet in a fully formed form. Following such researchers as I. A. Zimnyaya, E. S. Polat, and I. A. Sergeeva [5, 6, 7], it is possible to define project competence as an integrative characteristic of a subject, expressed in the ability and readiness of a person for independent theoretical and practical activities for the development and implementation of projects in various fields, as well as to identify the following main components of project competence:

- 1) cognitive-knowledge of the essence of design, features of the organization of relevant activities in the native and foreign languages, types of projects, awareness of age and personal needs of participants;

2) activity-knowledge of the technology of designing and evaluating various types of projects, the design process, the result of the corresponding activity, the ability and willingness to organize any project activity in their native and foreign languages;

3) socio-cultural-knowledge about the national and cultural characteristics of the country of the language being studied, the culture of speech behavior;

4) linguocommunicative – the level of proficiency in a foreign language and the ability to communicate in it to achieve the goal;

5) reflexive-evaluative – the ability to adequately assess the project activity and its result, the willingness to reflect.

The effectiveness of the implementation of the indicated components of the project competence is largely ensured by the student's personal qualities (readiness for reflection and self-organization, motives of activity, strong-willed qualities, optimism, faith in oneself and one's own strength, etc.). Project work involves careful planning and flexibility on the part of both the teacher and the students. Due to the dynamic nature of this type of activity, not all problems can be anticipated; moreover, sometimes the project may move in a different direction than originally planned. The project work is organic and unique for each class. This makes such work interesting, stimulating and meaningful for the participants.

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