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(CAASS)**

**University Business Academy in Novi Sad, Faculty of  
Contemporary Arts, Belgrade**

# **BOOK OF PROCEEDINGS**

Editor: Dr Branko Savić, professor

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International Multidisciplinary Conference  
"Challenges of Contemporary Higher Education" - CCHE 2024  
Kopaonik January 29th - February 3rd 2024  
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Contemporary  
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## PROJECT-BASED TECHNOLOGY IN STUDENTS' SELF-DIRECTED LANGUAGE LEARNING

*Rimma Raisovna Sagitova*

**Abstract:** One of the leading tasks of Russian higher education is to prepare young people for the independent improvement of their knowledge, the formation of a desire for constant self-educational activity, readiness to solve specific professional tasks, plan and implement their professional activities, and be responsible for its results. In modern society continuous self-education becomes one of the main conditions of progress of human society, the world in general and, of course, a condition of vital success of separately taken person. The main aim of the paper is to study the effectiveness of using project-based technology in students' self-directed language learning. The author defines the essence of self-directed language learning of university students; reviles the concept of project-based technology in foreign language learning, presents principles and basic requirements of project-based technology. The results and conclusions of the research work can be used by teachers and lecturers at the English classes, practical classes and in such lecture courses as "English language teaching", "Methods of teaching English".

**Key words:** student, education, project-based learning, self-directed learning, foreign language.

### 1. INTRODUCTION

As one of the goals of the education system, the versatile and timely development of students, their creative abilities, the formation of self-education skills, self-realization of personality is proclaimed. Thus, in the light of the modern humanistic paradigm, self-education appears to be an integral element of personality formation, a process that largely determines the level of its intellectual and professional development. It is well known that an indispensable condition for the professional development of a specialist who meets all the requirements of the modern level of production is the installation of self-education. Therefore, one of the main tasks facing higher education is to prepare young people for self-improvement of their knowledge, to form a future specialist's desire and readiness for constant self-educational activity, to equip him with the necessary skills and abilities.

It should be noted that today it is not the end result that is important (knowledge is becoming outdated, undergoing changes), but the process of acquiring knowledge itself. Today it is necessary to teach students to study independently and acquire the necessary knowledge, to be able to draw conclusions, to argue them with the necessary facts, to solve problems that arise, to teach the ability to adapt to life situations and make decisions independently, to think critically. In our opinion, it is possible to achieve these goals through personality-oriented technologies, project-based technology in particular.

Modernization of Russian education, trends in international educational integration, deep structural changes in the economy, the internationalization of the different spheres of life significantly affected the role of foreign language as a subject [1]. Today we need not only to motivate our students in foreign languages learning but also foster their self-education in foreign languages learning. One of the ways, to provide the conscious approach in students' self-directed language learning, from our point of view, is to use project-based technology.

## **2. OBJECTIVES OF THE RESEARCH**

The main purpose of our research work is to study the effectiveness of using project-based technology in students' self-directed language learning,

## **3. SELF-DIRECTED LANGUAGE LEARNING OF UNIVERSITY STUDENTS**

A successful learner in the modern society should be able to integrate knowledge from different sources, educate and self-educate throughout the life in order to be competitive in an increasingly globalized labor market. A well-known Russian researcher N.A. Rubakin underlined: "Never stop your self-educational work and do not forget that no matter how much you may have learned, no matter how much you may know, the knowledge and education don't have neither borders, nor limits" [2, p.5].

Analysis of modern Russian pedagogical literature allowed us to identify several approaches to the concept of self-education: self-education in the context of lifelong learning theory; self-education in the theories and concepts of personnel training and professional development; self-education in sociological research; self-education in the context of pedagogical and social psychology. Having analyzed different definitions of the term "self-education" in Russian and foreign pedagogical references and encyclopedias it can be summarized as a purposeful cognitive activity, managed by the learner himself/herself and aimed at achieving certain personal and socially significant educational goals [3].

A success of a person in the modern society depends on their ability to handle knowledge, to update it, to select what is appropriate for a particular context, to learn permanently, self-educate, to understand what is learned in such a way that it can be adapted to new and rapidly changing situations. A famous American scientist A. Toffler noted that people who have to live in a super industrial society need to have new skills in three key areas: the ability to learn, to communicate and to choose. And therefore in schools of the future it has to be taught not only the sum of knowledge, but also the ability to operate with it. Students have to learn how to learn [4].

Today in the Russian higher educational system we can observe the transition from educational paradigm to self-educational paradigm, where approaches centered on the learner are increasingly important. The previous paradigm involved an emphasis on the acquisition and transmission of knowledge. Elements in the changing of this paradigm include: education centered on the student, the changing role of the teacher, further definition of objectives, change in the approach to educational activities, shift in from input to output, and a change in the organization of learning [5]. In the context of a new educational paradigm we regard self-education as a purposeful, independent, cognitive, practice-oriented activity to enhance available knowledge and competences, the acquisition of new knowledge and the formation of modern competencies in one or more areas of human activity, self-improvement of the personality throughout life [3].

## **4. THE CONCEPT OF PROJECT-BASED TECHNOLOGY IN FOREIGN LANGUAGE LEARNING**

In the experimental work, organized on the basis of Kazan Federal University, we used the project-based technology in students' self-directed language learning. Let us consider in more details the project method which we use in the process of foreign language learning. The project method, also discussed under headings like project work, project approach, and project-based learning, is one of the standard teaching methods. It is a form of action-centered and student-directed learning and an enterprise in which students engage in practical problem solving for a certain period of time [6].

The project method is not fundamentally new in world pedagogy. It originated in the 1920s in the USA. It was also called the method of problems, and it is associated with the ideas of the humanistic trend in philosophy and education, developed by the American philosopher and educator J. Dewey [7]. Project method is one of the most pressing contemporary technologies in teaching foreign languages.

It combines the elements of problem-based learning and collaborative learning that allows achieving the highest level of mastery of any subject, and foreign language in particular.

The main idea of this technology is to create conditions for active joint educational activities of students in various educational situations. Working together within the framework of the project just gives a good incentive for cognitive activity, for communication, because in this case you can always count on the help of friends. In small groups, when completing one task per group, children are deliberately placed in such conditions that the success or failure of one reflects on the results of the entire group [8].

In the modern understanding, the project method assumes a certain set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions of students with mandatory presentation of these results. We define project method as collaborative, creative, educational and cognitive activity of students, who have a common goal, concerted methods, ways of activities and which are aimed at achieving the overall result for the solution of any problem that is meaningful for the project participants. Project technology can be effectively used as a form of extracurricular work in teaching foreign language, as an alternative way of organizing the educational training course in foreign language teaching and also can be successfully integrated into the traditional system of foreign language teaching [3], [9].

The most important feature of this method is the focus on getting a specific result. This result can be obtained when students show the ability to think independently and solve problems creatively. The content of any method is revealed through its principles. Let's consider a number of principles of the project method in relation to the methodology of teaching foreign languages. The most important ones include:

- the connection of the project idea with real life;
- interest in the implementation of the project on the part of all its participants;
- the leading role of the advisory and coordinating function of the teacher;
- Self-organization and responsibility of project participants;
- focus on creating a specific product;
- The multi-subject and cross-subject nature of projects;
- Temporary and structural completion of projects.

When starting to work on a project, you should remember the basic requirements:

- The presence of a significant problem in the research creative plan, requiring integrated knowledge, a research search for its solution.
- Practical, theoretical, cognitive significance of the expected results.
- Independent (individual, paired, group) activities of students.
- Structuring the substantive part of the project (indicating the phased results).

You should always start by choosing the topic of the project, its type, and the number of participants. The first step is to think through possible options for problems. The problems themselves can be put forward by students or a teacher. Assigning tasks to groups, discussing possible research methods, and searching for information is the next step in working on the project. Then students independently work on their individual or group research, creative tasks. After an intermediate discussion of the data obtained in groups, students prepare the defense of the project and its opposition. The work is completed with a collective discussion, examination, announcement of the results of an external assessment, and formulation of conclusions. The results of completed projects should be tangible: an album, a video, a newspaper, a folder, a computer presentation, a report, etc.

In our research work we used research, creative, informational and subject-oriented projects that involve the performance of creative or research tasks within the framework of the study training course. Within the studied training course students of the first and second courses of the historical department were offered the following topics for the projects: "My Home Land – Tatarstan", "The World About Us", "Education System of the USA and Russia", "Famous People of the Tatarstan Republic", "Glance at London", "The Olympic Games in Sochi" and others. The students of advanced level of the first and second courses of the juridical department were offered projects based on such problems as "The Russian Judicial System", "The English Judicial System", "The Court System of the USA", "Police in Great Britain and the USA", "Uniform Police" "Juvenile Delinquency", "Capital Punishment – For and Against" and others.

The project work requires sufficiently high degree of students' autonomy, coordination of their actions, active research, performing and communicative interaction. Students learn to work with scientific literature, acquire skills of critical selection and analysis of necessary information, which generally contributes to the formation of self-educational competence. During the project work students improve their skills in four types of speech activities – reading and listening at the initial stages of the project work, speaking and writing interviews at subsequent stages of the project work.

## 5. CONCLUSION

In the course of experimental work we came to the conclusion that the use of project method in the formation of self-educational competence of university students in the process of foreign language learning promotes: 1) the development of internal motivation of student to educate and self-educate; 2) creation of a holistic view of students self-educational activity, its dynamics and place in situation of solving specific educational and self-educational problems; 3) acquisition of experience of interpersonal and group interaction in the formation of self-educational competence; 4) the development of creative thinking, activity and autonomous work of students; 5) creation of conditions for the emergence of the personal attitudes, motivation; 6) the consolidation of the knowledge and skills necessary for the formation of self-educational activities; 7) reflection on their self-educational activity.

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