PEDAGOGICAL SCIENCES

USING OF PROJECT ACTIVITIES DURING ON-LINE TEACHING OF THE CHINESE LANGUAGE

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Recent changes caused by pandemic made teachers all over the world searching the way of making on-line lessons effective. One of the biggest problems of today's educational system is that students don't know how to implement their knowledge into the real life. That is the reason of using projects. The idea of project-based learning (next – PBL) initially introduced by John Dewey as a method of effective self-direction, personal development and creativity [2, p. 759] is widely used ever after. There is a large amount of works targeting to the PBL. Some of them are subject-oriented studies exploring the ways of implementing the PBL to the school and university programs (works of James Faster [4], Teague Tubach [6] etc.), others are dedicated to the evaluation of psychological aspects of PBL and its usefulness for the students (works of Michael McDowell [5] etc.) but the most recent ones are exploring the ways of improvement of PBL in the contest of on-line education (works of Amy Nichols [1], Michael McDowell [5], Glenn Whitman, Ian Kelleher [3] etc.). Talking about mastering any language, especially Chinese, the important thing is to make learners talk from the very first classes. This point is held by most of the polyglots all over the world (such as L. Bigetti, B. Lewis, V. Zubkov) who stress out the importance of the immediate involvement and giving the priority to the half-conscious understanding to the translation methods and grammar introduction. Another essential moment is the sphere of interest of students. The students will talk easily and be more eager to get involved into the educational process if they are asked to do something they know / like. It is extremely useful to spend time at the very beginning to get personal information from them. It may be done in small groups in Google Class, Zoom, BBB or any other studying space (in the class or chat-box). The information received can help teacher to mix students according to their interests. There are several initial points that have to be considered by teacher / tutor using PBL. They are: 1) Task should be a challenge for the students (methods: *high level of material, not adopted texts and audio, dialect material, multiple context problems* etc.) [5].

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2) The task should be clear for all students (methods: *type it separately; use different tools such as videoask, flipgrid, loom etc. to give students audio task* (they will not only remember it but also can listen to it as many times as it is needed and train their listening skills)). 3) The day to day feedback is needed (methods: *initiate daily small group meetings, provide students with the check list programs* (such as aTimeLogger, Momentum Habit Tracker, Loopetc.) etc.). Teacher has to make sure that students understand the necessity of feedback as a way to improve and fill «gapes» in their projects [5]. 4) Invite virtual guest who can share some useful information with students [1] (methods: *invite native speaker* by using one of the programs: Skype, ITalki, Tandem, WeChat etc.). 5) Involve students from different forms of studying (both on-line and face to face) to work together: synchronous, hybrid or blended type (tools: *BBB, Class Dojo, Google Class, Google Jamboard, See Saw* etc.). 6) Create a virtual «escape room» for their personal meetings and taking time in private [1] (tools: *Google slide, Docs* etc.). Such work has a lot of benefits: students are working together on the same goal (*developing the teambuilding skills, cooperation and interpersonal relations*); they themselves share tasks and are in charge of them (*developing personal skills, self-confidence, autonomy*); they do all tasks in Chinese (*developing of speaking, listening and writing / typing skills*); *cultural aspect* (searching for the festival, for example); *cross-discipline connection*; *learning outcomes* at the end of the project.

References:

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