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Achievement of Meta-subject Outcomes Through Project Method and Cooperative Learning Through English Classes

The article deals with the process of teaching junior students, teaching strategies and getting learning outcomes in accordance with the Federal State Educational Standard. The authors reflect on meta-subject outcomes as well as the use of project work and cooperative learning as new educational approaches which aim to transform classroom activities into academic and social learning experiences. Successful cooperative learning is based on Deming's 14 principles, which can be adapted to the needs of modern school education involving different kinds of pupils' interaction in class. The article shows, better results can be achieved by using project method and paying attention to the formation of meta-subject skills.

Keywords: learning outcomes, Federal State Educational Standard, meta-subject outcomes, project method, cooperative learning.

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Метапредметные результаты в проектной деятельности при обучении английскому языку

В статье рассмотрен процесс обучения младших школьников, стратегии обучения и получения результатов обучения в соответствии с Федеральным государственным образовательным стандартом. Авторы рассматривают метапредметные результаты и возможности использования проектного метода и обучения в сотрудничестве, в качестве новых образовательных подходов, которые направлены на улучшение результатов обучения. Успешное обучение в сотрудничестве основывается на 14 принципах Деминга, которые могут быть адаптированы к нуждам современного школьного образования, в котором участвуют разные, по уровню подготовки, обучающиеся в классе. Статья показывает, что лучшего результата можно достичь, используя проектный метод и обучение в сотрудничестве, и обязательно делая упор на формирование метапредметных умений.

Ключевые слова: образовательные результаты, ФГОС, метапредметные результаты, проектный метод, обучение в сотрудничестве.

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The results of the national research of the quality of education in the 5th grades conducted in the autumn of 2016, showed that the students' level of English is not high enough. The findings of the research show that the students did not achieve the planned results for the course of the primary school [15].

40 years before the introduction of modern education standards Alvin Toffler in the book "Future shock" wrote: "Given further acceleration, we can conclude that knowledge will grow increasingly perishable. Today's "fact" becomes tomorrow's "misinformation". This is no argument against learning facts or data — far from it. But a society in which the individual constantly changes his job, his place of residence, his social ties and so forth, places an enormous premium on learning efficiency. Tomorrow's schools must therefore teach not merely data, but ways to manipulate it. Students must learn how to discard old ideas, how and when to replace them. They must, in short, learn how to learn" [5].

The achievement of the planned personal, meta-subject and subject results is required and defined in the Federal State Educational Standard.

According to the Federal State Educational Standard, "meta-subject results include universal learning activities (cognitive, regulative and communicative), mastered by learners, ensuring the mastering of key competencies that make up the core of the ability to learn, and interdisciplinary concepts" [4].

The list of the meta-subject results to be achieved in Foreign language classes includes the cooperating learning skills, which is connected with the project method.

The "New School Initiative" states that "students of a modern school should be involved in research projects and creative pursuits in order to learn to understand and study new things, express their own thoughts, acquire a taste for the invention of new things, make decisions and help each other, formulate their interests and understand opportunities" [2].

The project method is an effective way to achieve meta-subject results. The project method allows students to develop independent critical thinking, the ability to work with information, learn to think based on their knowledge of facts, make informed conclusions, teach how to make independent, reasoned decisions, work in a team and perform different social roles.

According to Kozhekina E. A., an educational project is "an integrative didactic means of achieving new educational results specified in the new generation standards, which allows developing universal educational activities (universal learning skills) in the development, realization and reflection of educational projects" [1].

The following meta-subject skills develop through project work:

- working with information and text;
- analyzing information, making generalizations and conclusions;

- working with a variety of reference materials;
- conducting research activities, interacting with peers and adults in educational activities;
- generating ideas, to find more than one way out;
- planning students' activities, predicting the consequences;
- controlling own work, including self-control and mutual control;
- using ICT.

Regulative and communicative skills are realized, in particular, through training of dialogical speech, one of the main functions of which is the ability to achieve mutual understanding in the process of oral communication. Thus, the process of teaching how to communicate successfully is highly important.

More over the problems of communication are connected with the low level, or even absence, of communication skills and such skill as studying properly while doing a task in a group of pupils (cooperative learning).

Naturally, most teachers focus their attention on learning objectives and the results. However, as noted by the American engineer, statistician, professor, author, lecturer, and management consultant William Edwards Deming (1900–1993) [16], the first thing you need care about is how the work is being performed, because only that knowledge and skills can be of high quality. Cooperation brings about win-win situations in competition. In case someone wins, so does the entire team. Deming offered fourteen key principles to managers for transforming business effectiveness [8]. The organization of educational process in cooperative learning is built on the same principles and the purpose of this training is also to achieve a high level of skills, but in knowledge.

Based on the 14 principles of E. Deming, the developers of the method of cooperative learning D. Johnson and R. Johnson [7], formulate conditions that guarantee all students a high quality education. And if a teacher strictly complies with them, the quality of education "will take care of itself", in other words, it is guaranteed. We consider it important to comment on the most significant moments of each of them.

1. "Positive Interdependence". A teacher creates conditions for positive interdependence of the objectives within the cooperation groups and in the class as a whole. Positive interdependence exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do (and vice versa) and/or that they must coordinate their efforts with the efforts of their group mates to complete a task [6]. The group rallies around a common goal (learning material) and acts in the name of achieving it. The task of each student is not only to do this together with his teammates and to understand that each team member possessed the necessary knowledge and formed the necessary skills and that the team knew what each member did. The whole

group is interested in the assimilation of each member's knowledge as team success depends on the contribution and joint decision of their problems. Students work to become experts about the topics their subtasks cover. They can do so through guided research, or holding discussions with students from other groups handling the same subtask. They then return to their original groups to share new knowledge [13]. A training function of a student is being developed as teaching others contributes to getting more profound knowledge by a student himself.

2. "Adopt the new philosophy" [9].

Students will realize and adopt the new philosophy — "High-quality education is available to everybody". Striving for the best performance will soon penetrate into the study team at all levels.

3. "Create Constancy of Purpose Towards Improvement" [9].

All members of the group perfectly perform their tasks and if they fall, they analyze previous pitfalls, difficulties, problems, obstacles and identify the current and anticipated problems. Thus, they contribute to their personal development and further improvement.

4. "Drive out fear" [9]. The teacher eliminates the possibility of the emergence of anxiety, stress, fear and their consequences in the form of low self-esteem and inferiority complex. He does his best to remove competition and similar negative phenomena which can hurt students' cooperation.

5. "Face-to-Face Promotive Interaction" [6].

It is characterized by individuals providing each other with efficient and effective help and assistance in order to promote higher quality decision making and greater insight into the problems being considered. The atmosphere of partnership is the most favourable for the group success.

6. "Personal Responsibility". The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. All members are responsible for the final group outcome. Students contribute to the academic success of each other and strive to ensure everyone become an active member of the group. Each group is responsible for ensuring that all its members have acquired new skills and knowledge to prove it during evaluation.

7. "Effective evaluation".

Students use various forms of daily check and evaluation of the quality of their teamwork and the quality of personal knowledge. Team members exchange checking each other's work and help to accomplish personal tasks. The final evaluation is being conducted individually. Assessment of these outcomes is carried out by a student having role of an evaluator. Every week the teacher marks the number of the tasks done by each team, the success in completing assigned learning tasks.

8. "Improve constantly and forever". One of the most efficient tools to reveal the causes is quality audit followed by corrective actions [9]. The results of inspections are

entered in the "quality charts". The results can be charted each week to help the group determine the frequency and fidelity with which each member is implementing cooperative learning and set goals for implementation efforts for the coming week [14]. Most important outcomes of the joint activities of students cannot be assessed using traditional tests or standard tests. The "quality chart" is a new method of evaluation of students' knowledge. The final grade represents the sum of the average group score and assessment for the quality of cooperation.

Project method helps in promoting social interaction, because it connects with communication, and cooperation among the students, as they have to work in a group and have to interact with various persons for gathering information. Also the habit of critical thinking gets developed among the students through this method [3].

As the article shows, better results can be achieved by using project method and paying attention to the formation of meta-subject skills. This will increase the effectiveness of the educational process in the primary school as a whole and will improve the quality of ownership of all types of speech activity in a foreign language.

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НОВОСТИ

К началу учебного года во все школы региона поступит новый учебник «История Новосибирской области»

В год празднования 80-летнего юбилея Новосибирской области во все региональные школы поступит новый уникальный учебник «История Новосибирской области». 16 июня губернатор Новосибирской области Владимир Городецкий провел рабочую встречу с авторами учебника истории и рабочей группой по его подготовке.

Авторы книги презентовали рукопись учебного пособия и макет обложки. На совещании было отмечено, что новое учебное пособие отражает многофакторный характер исторического процесса, раскрывая такие его стороны, как экономика, внутренняя и внешняя политика государства, взаимоотношения власти и общества, социальная стратификация, общественные представления и повседневная жизнь людей, военное дело и защита Отечества, развитие науки, образования, духовной и художественной культуры.

Особенно участники встречи подчеркнули тот факт, что необходимость создания нового учебного пособия для школьников была обусловлена отсутствием современного комплексного труда, представляющего историю нашего региона с древнейших времен и до наших дней.

По результатам встречи было принято решение, согласно которому каждая общеобразовательная организация региона должна быть обеспечена одним класс-комплектom учебного пособия (25 учебников) в срок до 31 августа этого года. Кроме этого, в День знаний 1 сентября во всех школах должны пройти уроки, посвященные 80-летию Новосибирской области, на которые будут приглашены члены авторского коллектива, среди которых ведущие новосибирские ученые-историки из Института археологии и этнографии, Института истории СО РАН, Новосибирского государственного университета и Новосибирского государственного педагогического университета.

Для справки

Учебное пособие «История Новосибирской области», кроме основного текста, будет наполнено иллюстрациями, хронологическими таблицами, историческими картами и схемами, произведениями исторической живописи, фотографиями, графиками, диаграммами. Каждый раздел сопровождается разнотипными вопросами и заданиями для школьников и темами учебных проектов, которые могут выполнить школьники во внеклассной работе. Общий объем издания около 250 страниц.

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