

Abstract
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(Master's degree)

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2. **Title:** PROJECT ACTIVITIES IN THE PROCESS OF TEACHING RUSSIAN TO FOREIGN STUDENTS
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Topical Importance: Interactive learning in general and teaching Russian to foreign students in particular is a special form of the educational process, consisting of joint activities of students and teachers on the development of educational material and aimed at solving common problems in the framework of the exchange of knowledge, ideas and activities. In this context, the use of the project method in the process of teaching Russian to foreign students becomes extremely relevant at the current stage of education development.

The main objective of the work is to determine and study the role and effectiveness of project activities in the educational process of teaching Russian to foreign students and identify the most interesting, effective ones, which give the maximum result in terms of linguistics, pedagogy and psychology types and technologies.

In the process of implementing this goal, we have set and consistently solved the following **tasks**:

- to study the essence and characteristic features of the perception of the Russian language and its subsequent proficiency by foreign students;

- to identify conditions for optimizing the effectiveness of the educational process by using new interactive methods of learning the Russian language in general and the project method in particular;
- to conduct a comparative analysis of traditional and interactive methods in linguistics;
- to identify the advantages of interactive training of foreign students through the use of project methods;
- to describe the organization of interactive interaction of foreign students in the process of obtaining knowledge on the discipline;
- to study the main aspects of using interactive teaching methods and techniques in project activities;
- to identify problems of the organization of interactive interaction of students of the Russian language to foreign students.

Theoretical value and practical significance. The theoretical value of the thesis lies in the fact that the essential characteristics and didactic capabilities of the project methodology in the process of teaching Russian as a foreign language were identified. A whole set of factors that affect the effectiveness of the complex formation of communicative and professional competencies of foreign students of Russian universities was established. The typology of projects and their use in the practical course of Russian as a foreign language has been studied. The practical significance of the research is that the technology of complex application of project tasks in the practical course of Russian as a foreign language was presented.

Results. Project activity as a technology of teaching in general and in the process of teaching Russian as a foreign language in particular is one of the most productive methods of interactive learning and is becoming more widespread at the present stage. This type of activity corresponds to the ideas of implementing the competence approach. Using the project method allows you to combine the theoretical part of the educational process with the subject-practical part of it, taking into account the individual psychological characteristics and needs of the student. In addition, the use of the project method is aimed at activating the speech

activity of foreign students in Russian, because interest in the object of research, the joint nature of performance act as powerful motivational factors of communication.

Project activities should be carried out through a rational combination of traditional education with the setting of practical problems. When developing a project activity plan, the following main elements should be taken into account in the process of teaching foreign students Russian: the main stages of the project implementation; types of project tasks; the level of problem-solving of project tasks, as well as the competencies formed during the solution of project tasks.

Identification of the problems of teaching Russian as a foreign language by organizing interactive coordination of foreign students through project activities, and the developed project technology in the practical course of Russian as a foreign language allows us to judge the effectiveness of the developed learning model, the possibility and legality of its usage in the educational process. The research confirmed the expediency and effectiveness of organizing educational communicative and project activities in the practical course of Russian as a foreign language.

Recommendations for implementation. The main conclusions and provisions of this research paper can be used in classes on language practice, in the course of theoretical foundations of teaching RFL, methodology of teaching Russian as a foreign language, in the course of technology of project training in various types of speech activity.