Исходя из этого, социально-педагогические условия становления полиязычного образования мы выявляли на основе анализа языковой ситуации в современном Казахстане, когда основные векторы ее развития направлены на формирование лингвистического плюрализма и языковой толерантности внутри полиэтнического пространства и интеграцию в мировое сообщество (направленность «вовне»).

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Project - Based Learning

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Project - Based Learning, or PBL, is an instructional approach based on learning activities and real tasks that have brought challenges for students to solve. Project - based Learning can be considered as a dynamic classroom approach when students actively analyze real - world challenges. PBL is generally prepared by groups of students working together towards a common aim. Project Based Learning is a method at which students gain knowledge during the practice. They research a topic, consult a teacher and apply the digital technologies. Students unite in groups: they brainstorm the ideas and distribute their responsibility.

PBL teaches students not just contents of a subject, but also important life skills in ways students have to be able to function like adults in our society. These essential skills comprise interpersonal communication and presentation skills, time management and organizational skills, research and brainstorming skills, self - assessment and reflection skills, self - monitoring, group participation and leadership skills, critical thinking and tolerance for others.

Project - Based Learning permit students to ponder their own ideas and points of view, and take decisions that impact project outcomes and the learning process on the whole.

So let's consider some important issues.

What is the peculiarity of this methodology?

Education is one of the most conservative and invariable sphere of human activity for a long time. The appearance of computers, interactive boards, projectors and other equipment is just subsidiary tools. The way of teaching has not changed: a teacher explains, pupils listen to, write down and then answer.

Project - Based Learning methodology is supposed to immerse every student deeply into the learning process. A teacher strives to coordinate the teaching - learning process, gives almost free hand for creativity, students try on the experts' role in the different spheres.

Basing on the methodology name it is clear that a key moment in the learning is a project. A project can be any research in any sphere, an organization of an exhibition, creative work in making videos, films and so on.

Students are given a topic, limited time and precise criteria of assessment and no other limits. A project is a team work so every student gets his own role. A great deal of concentration on a specific task allows students to find out a lot of nuances of studied question. Pupils have a

strong disposition to explore and discover. The Project Approach builds on natural curiosity, enabling them to interact, question, connect, problem-solve, communicate, reflect, and more. This kind of authentic learning extends beyond the classroom to each student's home, community, nation, and the world. It essentially makes learning the stuff of real life and children active participants in and shapers of their worlds. [1]

What are the advantages of this method? The main advantage is an increased students' involvement in the learning process. PBL teaches not to answer the questions at the end of the paragraph but to put the questions. During Project - Based Learning students not only master the material for their exam but they learn how to apply it. PBL also helps students understand, apply, and retain information. Project - Based Learning can give students an opportunity to work in teams and build fruitful collaboration with classmates. Needless to say that PBL can be more productive than traditional methods, and increase academic achievement. Students who work on projects demonstrate increased motivation and involvement in their studies.

What disciplines does such method suit for?

Project - Based Learning is an interdisciplinary method. Largely a lot of subjects are underpinned by a real practice.

What is the teacher's role in PBL? The teacher's role is decisive. He or she runs the process, monitors, reacts to all the changes and assesses work. "The ability to use Project - Based Learning is an indicator of high teacher's qualification, his progressive teaching methodology and his students' development. For good reason these technologies refers to XXI century technology which are supposed to have an ability to adapt to rapidly fluctuating human life conditions". [6,7] This task is quite complicated for a teacher so he should observe this method before using it.

How can teachers implement PBL in their classroom activities? A teacher should start with a short - term project. Some teachers use PBL extensively as their primary curriculum and instructional method. Others use PBL occasionally during a school year. Project - Based Learning can be included into a current module or adapted from PBL online - library or any another recourses. Projects vary in length, from several days to several weeks or even a semester. PBL can be effective at all grade levels and subjects, as well as at afterschool and alternative programs. [4]

Does PBL really work? Some researchers claim that Project - Based Learning raises academic achievements and encourages student motivation to study. Researches studies also have shown that PBL can:

Be more productive than traditional ways in enhancing academic achievements on annual state assessment tests;

Be more effective than traditional method for life skill development and satisfaction of students and teachers;

Be fruitful with backward pupils;

Improve students' skills such as critical thinking, imagination and creativity, interpersonal communication, collaboration and innovation.

Of course, as any teaching method, PBL can be used effectively or ineffectively. To be effective, projects should be planned to put crucial questions, require students to apply their critical thinking, and demand deliberate thought and ongoing feedback.

Usage of new technologies has made PBL easier to implement. Gadgets help students take photos or video, search for information and make presentations. Using technology, students can more easily collaborate with classmates and consult teachers anywhere and anytime.

Project - Based Learning varies from classroom to classroom, but is often characterized by the following features:

1. PBL is organized around a problem or challenge without a predetermined solution;
2. PBL requires critical thinking, problem solving, collaboration and various forms of communication;

3. Students create the process for reaching a solution;
4. Students learn to work independently and take responsibility for making decisions;
5. Students regularly reflect on what they are doing;
6. A final product is produced and is evaluated for quality;
7. The classroom has an atmosphere that tolerates errors and changes;
8. A teacher is more a facilitator rather than a leader.[2]

The Project - Based Learning method produces a “Constructive” learning environment in which pupils construct their knowledge. While a teacher of the “old school” model was the task master, and the teacher of the “new school” has become the facilitator.

Let’s consider the several ways to implement PBL in the classroom.

1. Students as teachers.

The new model of learning is called “side - by - learning” when students taking on both informal and formal roles as teachers of their peers and younger students, and in many cases of teachers.

2. Teachers as coaches.

Teachers who involve their pupils in PBL activities also find their own role changing. They teach students how to question, how to develop strategies for searching information, and how to brainstorm new ideas.

3. Parent and community involvement.

Because of popularization of the internet, students make more and more connections and closer relationships inside schools and universities as well as outside in the “real world”. Parents and many other members of the community can play effective and crucial roles as motivators, sources of new information, assessors and guiders.

4. Learn to learn.

Fruitful online projects encourage students to work on a problem in depth, rather than cover many aspects briefly. Students select the material thoroughly to solve the problem or complete a project; rather the teacher takes a decision relevant to a curriculum.

5. Lifelong Learning.

Students work on projects connecting with real life experience, rather than only on “school subjects” and develop their life skills.

6. Active Learning.

All people learn best by “doing”. They explore, gather new material, create, brainstorm and organize information. Pupils have to communicate and develop their social skills to find out the best ways of problem - solving.

7. Cooperative Learning.

Cooperative Learning is the usage of small students’ groups in the real or in the virtual class. This method pays great attention to “team goals” and “team success” which can be reached only in ongoing collaboration and interconnection between all the team members. Students work directly with students from other places and cultures, and communicate not only with peers, but with experts in a large number of fields.

As a teacher of English we are really interested in Project - Based Learning. A significant advantage of this methodology is a fact that students use a target language to prepare for a project. During PBL speech content is in the centre of attention, which assists to involuntary memorizing of lexical material and grammar structures. [8].

Projects should be implemented at the final stage of a definite unit or a topic, at the end of a semester or a term. Project - Based Learning provides students for a foreign language practice.

Projects which can be applied at English lessons can be divided into two groups: individual and group.

Traditionally Project - Based Learning is still comparatively fresh idea for most teachers. The importance of PBL can be linked back to the skills required by the 21st century workforce.

Digital - age technologies bring some changes into the teaching -learning process. Completely new methods are demanded in the classroom and for the majority of teachers it may be hard to implement these ideas into action.[3]

Fortunately, as lifelong learners, we all have experiences by which we discover new knowledge and information and learn to use modern tools to achieve our aims.

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Teacher's vocation to health-creating pedagogical activity

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Abstract

This article discusses the key issues of the importance of the teacher's pedagogical vocation to health-creating activity in the context of systemic changes in general education. The authors identify preventive pedagogical objectives defining the priority health creative activities in educational organizations and reveal intrapersonal, organizational and pedagogical factors and the necessary psychological and pedagogical conditions of formation of the teacher's vocation to health-creating pedagogical activity. The diagnostic tools which allow to estimate the level of formation of calling of the teacher to health-creating pedagogical activity are defined.

Key word: pedagogical calling, creation, health-creating pedagogical activity, health of participants of educational process, conditions of formation of the teacher's vocation.

Under the conditions of developing modern system of general education special attention is paid to preserving the health of subjects of the educational process which is considered as a resource of successful professional activity of a teacher and educational activity of students. Health is a key factor determining the quality of life of a modern human, which is confirmed by the results of a survey conducted by the Russian Public Opinion Research Center (VTsIOM) in 2018 [3].

The importance of maintaining and strengthening the health of the subjects of educational process is determined not only by practical experience and public opinion, but also by regulated by legal acts. Article 28 of the Federal law of 29 December 2012 № 273-FZ «On education in the Russian Federation» emphasizes that the competence of the educational organization includes creating conditions for the protection and promotion of students and teachers' health [9]. In this regard, the use of technologies that contribute to the preservation and promotion of the health of its participants in the educational process is not just recommended, but necessary.