

Research Full article

УДК 372.881.161.1

**WORK ON A VIDEO AS A TYPE OF PROJECT ACTIVITY OF STUDENTS IN RFL CLASSES**

N.P. Benevolenskaya

**Nonna P. Benevolenskaya,**

Doctor of Philological Sciences, Associate Professor,

Department of Russian as a Foreign Language and Methods of Its Teaching,

Faculty of Philology, Saint Petersburg State University,

St. Petersburg, Russian Federation.

РИНЦ SPIN-код: 00XX-34XX / ORCID: <https://orcid.org/0000-000X-623X-XXX>

[fff2204@mail.ru](mailto:fff2204@mail.ru)

**Abstract.** *The modern needs of studying Russian as a foreign language in non-linguistic universities emphasize the search for new and varied methods of presenting and presenting language material to foreign students. Linguodidacts note the need to attract new interactive, innovative teaching methods, as well as methods that would more effectively reveal the potential of students, their intellectual and creative capabilities, help increase motivation to learn, intensify cognitive activity and encourage creative search and self-improvement. The article is devoted to determining the possibilities of using the project method in teaching Russian as a foreign language working on a video as the final product of individual work in the discipline. The study suggests project topics for first- and second-year students with English as the language of instruction. The terminological apparatus of the study was also determined, the basic requirements for formulating the topic of projects, evaluation criteria, etc. were clarified.*

**Keywords:** *Russian as a foreign language, project method, project activities, project, video.*

**For citation:** *Benevolenskaya N.P., Work on a video as a type of project activity of students in RFL classes. SOCIAL PHENOMENA AND PROCESSES, 2024, no 1(6), pp.28-37.*

Научная статья

УДК 372.881.161.1

**РАБОТА НАД ВИДЕОРОЛИКОМ КАК ВИД ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ  
СТУДЕНТОВ НА ЗАНЯТИЯХ РКИ**

Н.П. Беневоленская

**Беневоленская Нонна Петровна,**

доктор филологических наук, доцент,

Кафедра русского языка как иностранного

и методики его преподавания Филологического факультета,

Санкт-Петербургский государственный университет,

Санкт-Петербург, Россия.

РИНЦ SPIN-код: 00XX-34XX / ORCID: <https://orcid.org/0000-000X-623X-XXX>

[fff2204@mail.ru](mailto:fff2204@mail.ru)

**Аннотация.** *Современные потребности изучения русского языка как иностранного в неязыковых вузах акцентируют поиск новых разнообразных методов изложения и подачи языкового материала студентам-иностранцам. Лингводидакты отмечают необходимость привлечения новых интерактивных, инновационных методов обучения, а также методик, которые более эффективно раскрывали бы потенциал студентов, их интеллектуальные, творческие возможности, способствовали повышению мотивации к обучению, активизировали познавательную деятельность и побуждали к творческому поиску и самосовершенствованию. Статья посвящена определению возможностей использования метода проектов при преподавании русского языка как иностранного, в частности, работы над видеороликом как конечным продуктом индивидуальной работы по дисциплине. В исследовании предложена тематика проектов для студентов I-II курсов с английским языком обучения. Также определен терминологический аппарат исследования, выяснены основные требования к формулированию темы проектов, критерии оценки и т.д.*

**Ключевые слова:** *русский язык как иностранный, метод проектов, проектная деятельность, проект, видеоролик.*

**Библиографическая ссылка:** *Беневоленская Н.П. Работа над видеороликом как вид проектной деятельности студентов на занятиях РКИ // SOCIAL PHENOMENA AND PROCESSES. 2024. № 1(6). С. 28-37.*

### **Introduction.**

The intensive implementation of Russian as a foreign language (RFL) in non-philological higher educational institutions requires the updating and improvement of existing methods and the development of new ones [12]. The goal of language education for foreign students involves meeting their communicative needs in everyday life, academic and professional spheres, socio-cultural contexts, and academic and scientific fields, as well as forming communicative competence [3, 7]. Mandatory teaching methods and approaches should closely approximate real communication conditions with representatives of the target language culture. Among the numerous pedagogical technologies, project-based methodology holds a leading position, as it can satisfy the requirements of a personality-oriented approach to learning, is an important factor in developing creative thinking, fostering independence and personal activity, creativity, and communicativeness of foreign students, and serves as a means of forming communicative motivation for learning Russian to engage in specific communication acts. The use of project-based methodology in the learning process allows for a greater application of language knowledge and speech skills [11], as well as effectively combining educational, analytical, and educational activities [10].

In recent decades, educational project technologies have found wide application in various fields of knowledge: they are universal and can be used in the study of many disciplines, at all levels of education, both in the classroom and in extracurricular activities.

In modern language didactics, there are numerous works dedicated to the study of the project method. Researchers have focused on the theoretical foundations, development, and implementation of project activities [8], the implementation of project activities in higher educational institutions [13], and the possibilities of implementing autonomous learning through the project method [6]. A large number of works are devoted to the organization of foreign language teaching (especially English) using the project method [1, 5]. However, the organization of teaching RFL using the project method remains largely unexplored, with few exceptions [9]. The multifunctionality of the project method as a teaching method, its compatibility with modern education requirements, and the insufficient study of the organization of work with project technology in RFL classes indicate the relevance of the proposed topic.

Scholars interpret the term "project" in the field of teaching a foreign language as a system of communicative exercises that involves students' creative activity aimed at solving a specific problem;

the foreign language communicative and cognitive activity of students; the product of creative communicative and cognitive activity [2].

The project method is commonly referred to as an educational organization where students acquire knowledge and skills through planning and executing practical tasks - projects [8]. Project-based language teaching methodology is a complex set of methods that allows students to master foreign language material while completing individual tasks; it is a special form of organizing communicative and cognitive activities, creating conditions for collaborative student work [2].

E.O. Rozova considers designing in the field of foreign language and culture studies as a creative educational-cognitive foreign language communicative activity, which is problematic in the form of presenting educational material, practical in its use, intellectually demanding in content, and independent in the way knowledge, skills, and abilities are acquired [10]. Designing is useful for learning a foreign language because it allows for changing the artificial environment and serves as a creative, innovative activity, as it is always directed towards creating a new product [11].

The object of this study is project technology as an interactive teaching method in teaching RFL. The subject of the research is a video clip (film) as a creative project.

The aim of the research is to analyze the possibilities of using the project method, particularly working on a video clip, in RFL education.

### **Methods and materials.**

The article employs a comprehensive methodology for analyzing scientific and methodological literature, within which the theoretical foundations are studied and the main characteristics of project technology are identified. Special attention is given to the use of creative projects (video clips) as a form of independent work for foreign students in RFL classes (project themes, evaluation criteria).

### **The author's conceptual approaches to problem-solving.**

In the methodology of teaching RFL, we consider the project method (project methodology or project technology) as a special structural and organizational form of the educational process, built on solving a specific problem, consciously and specifically identified primarily by the student in the context of their own communicative needs, the main goal of which is to create a final product (project). We understand project development as the work of the teacher on planning project work with students on one hand, and the initial stage of the student's work on the project on the other hand. In turn, project activity can be synonymous with project development, but it encompasses all stages of working on the project aimed at achieving the result – a completed product. Project-based learning is learning using project methodology. The product of project activity (synonymous with the ambiguous term "project") is the final product, the result of the student's project activity.

We believe that when organizing independent work for students in the context of learning RFL, working on video clips will be successful, as it is accompanied by photo and video documentation of real-life situations, which is especially popular among college students [4]. A video clip can be amateur footage as well as a product of video editing programs involving students' photos and comments on the proposed topic.

We understand a video clip as a type of final creative product (film project), short or long in duration, simple or complex in structure, mono or interdisciplinary, individual, paired, or group-based, with or without reliance on textbooks, with direct, distance, or mediated contact with native speakers of the project language.

### **Results.**

Analysis of scientific and methodological literature allowed us to propose the following thematic areas for film projects for students of the first and second years of English language learning (Table 1):

Table 1

Themes for film projects for first and second-year students studying English language

Lexical theme worked on during classroom work	Project Theme	Approximate Work Characteristics
<b>1<sup>st</sup> Year</b>		
«About myself»	"Meet me! "	Introduce oneself.
«Family»	"Meet my family" "My future family" "Me and my husband / my wife" "Rules for children" "Rules for parents"	Describe the family; describe the family the student dreams of; describe what family members do and what is recommended for them
«City where I live and study»	"Meet the city where I study" "City tour"	Describe the city, conduct a video tour of interesting places, introduce the city's history
«University»	"University rules" "I chose this university" "What and where? " "I am a teacher" "I am a student"	Describe university rules, rules for students or teachers, talk about the location of the main university structures, make a video tour of the university (or a specific place in the university).
«Dormitory. Room»	"Dormitory rules" "Welcome to my room! "	Describe the room, define the rules of behavior in the dormitory.
«My friends»	"Who is a true friend?" "My friend"	Describe the appearance and character of a friend, describe the desired friend, characterize a real friend.
«Traditions»	"And we too... " "Russian traditions" "Traditions of my country"	Talk about traditions (celebrations, behavior) in Russia or the native country, compare the traditions of two countries.
«Language etiquette»	"Meeting friends" "Conversation in the dormitory" "Conversation on the street" "Conversation in the store" "Phone conversation"	Role-play dialogues on suggested topics.
«What I love»	"My favorite things" "My favorite activities" "My favorite subjects" "My favorite cafe" "My favorite shops"	Describe and list favorite things, activities, etc.
«Famous person»	"Famous athlete" "Great Russian actor" "Popular singer"	Describe a famous Russian (or famous people from the native country).
<b>2<sup>nd</sup> year</b>		
«My group»	"In our group" "How we relax" "And I can..."	Describe the relationships in the group, favorite group activities.
«My hobbies / my interests»	"My hobby" "My favorite activity"	Talk about a favorite activity, list rules, tools, and the workflow order.

«Travels»	"Invitation to..." "Have you been to..." "Going on a journey" "Planning a trip" "Travel rules" "Recommendations for tourists" "My first trip" "My last trip"	Prepare a video advertisement for a travel agency, introduce a certain country, describe the rules to follow during trips, write memories.
«In the city»	"City tour" "The longest street" "Transport" "Recreational places" "Useful places (post office, hospitals, banks)"	Describe the city, talk about basic rules, develop a promotional video for cinemas/bowling clubs/cafes; develop a behavior algorithm in the city.
«Food»	"We're going to the store" "What to buy?" "How to choose good products" "How to buy groceries?"	Act out a trip to the store; talk about the main criteria you use when choosing products, rules in grocery stores (supermarkets and small grocery stores).
«National dishes»	"Master class of cooking a traditional Russian dish" "Overview of traditional dishes" "Holiday dishes"	Video masterclass of cooking a specific dish. Talk about traditional dishes of Russian cuisine and your own country.
«Birthday»	"Gifting rules" "Birthday preparation" "Choosing a gift" "Birthday celebration traditions in Russia and my native country"	Talk about birthday celebration traditions in Russia and the native country.
«Patriot»	"Who is a patriot?" "State symbols of the country"	Describe a patriot, describe the state symbols of Russia and the native country.

**Analysis of the presented results.**

The goal of teaching RFL based on project methodology is to develop the communicative competence of foreign students, consisting of the following components: linguistic, sociocultural, cognitive, and personal [11]. The main characteristic component of project activity is the problem, or more precisely, the problematic situation typical of a specific social group or cultural phenomenon [11]. Requirements for project activities are also important: reliance on students' experience, parity, personalization, interactivity, mobility, electiveness, and professional orientation [9].

The main types of speech activities that students develop when using project technology are listening (information gathering), speaking (project defense, project presentation), and writing (script writing). In the process of performing project tasks, the most favorable conditions are created for the comprehensive development of all basic types of speech skills, both productive (speaking and writing) and receptive (listening and reading) [9]. Organizing project activities for foreign students requires extraordinary professional mastery from the teacher, as the final result and the nature of its course depend on the skillfully posed problem, well-formulated and appropriately chosen topic. Successful use of the project method requires considering students' language proficiency level, their areas of interest, and the learning objectives [11].

The choice of project themes in different situations may vary. In some cases, these themes may be formulated by teachers within approved educational programs. In other cases, teachers may

consider instructional situations related to their subject, their own professional interests, and students' interests and abilities. Project themes can also be suggested by the students themselves. A project theme formulated by the teacher should require students to update their acquired knowledge, search for new interesting information to expand their vocabulary, improve their communicative skills in order to enhance the result.

Depending on the pedagogical goal, a project can be used: as a variant of conducting final classes on sections of the course program; as a method of mastering common themes of the program, involving the integration of knowledge from different subjects; as a major creative work, allowing for a deeper understanding of the material proposed by the program in the structure of classroom and extracurricular activities. The project method is expedient, pedagogically justified, and scientifically substantiated when monitoring educational achievements.

The final product of students' project activities will be an invaluable content of videos, which can subsequently be used as demonstrative audiovisual material in classes on a specific topic. In this case, projects created by students acquire practical significance.

Creative projects do not have a detailed structure of joint activities of participants; it develops, following the final result, the logic accepted by the group of joint activities, the interests of project participants.

In our opinion, film projects should be categorized by structure (simple, complex); by the number of participants (individual, paired, and group); by duration (short-term - covering the topic of 1-3 lessons, medium-term - combining several lessons, long-term - designed for work performed within a semester or year); by the nature of coordination of the project by the teacher (with open or hidden coordination); by the subject-content sector of the project (monoprojects, interdisciplinary); by the method of communication with native speakers of the studied language (with direct contact, with distance communication, with communication through authentic texts).

When evaluating student projects, it is necessary to take into account the correspondence of the level of speech presentation (monological, dialogical) to the requirements for students' knowledge of substantive language competence outlined in the educational programs (word count, lexical and phraseological composition, syntactic constructions, types of expression).

The volume should be agreed upon at the preparatory stage of students' project activities. When working with first-year students, it is advisable to use monological projects such as descriptions, reflections, or narratives. Interdisciplinary projects are appropriate for senior courses. At the final stage of studying RFL, working on a project with direct or distance contact with native speakers will be justified. For example, in the first and second year of studying RFL, it is practically justified to create film projects on topics such as "University Structure (How to Find)", "My Studies (How to Work)", "My Free Time (Where to Relax)", etc. When studying language for specific purposes, role-playing dialogues of a professional nature are appropriate.

It is important to set the goal of creating projects. Acquiring communicative competencies should be subordinated to resolving specific life (everyday or professional) situations (problems). For example, second-year students can be asked to create project content (to replenish the media library on the discipline), in which they will introduce future freshmen to the features of student life, life in Russia, etc. Thus, second-year students seemingly transmit their own life experience and then the general experience. This will, firstly, increase the level of responsibility (the significance of their own work), and secondly, provide an opportunity for self-realization.

Before beginning work with students, teachers should develop requirements as well as criteria for assessing the products of project activities. It is necessary to define the project goal (which should correspond to its type), components, criteria (taking into account all stages of work), and assessment procedures.

The lack of professional mastery among students in using a camera should not become a serious obstacle, but it should not give students a reason for non-serious work either. Therefore, the presentation of the project is evaluated, but it is not determinative. The main focus of evaluation is

primarily on the content, language, speech (pragmatic), and communicative competencies. When assessing these competencies of students, it is important to consider the requirements outlined in the discipline programs. Content parameters to be considered include the sequence, logical presentation of opinions, argumentation, relevance of material, completeness of topic disclosure, correspondence of material to the topic, etc. (Table 2). Language and speech competence involve:

- Using appropriate language units according to the material learned (if the proposed topic implies that the student should have a certain amount of lexical material and communicative models, then the student needs to utilize them fully; the correct framing of the problem, topic, and tasks by the teacher is crucial as it prompts the need to use the learned units).

- Using language units of the corresponding level (a second-year student should actively use not only the lexical items or syntactic structures learned in the first year but primarily employ units of a more complex level that they are currently mastering).

- Observing the norms of literary language (phonetic, articulation, lexical, grammatical, stylistic).

- Utilizing lexical and grammatical richness and stylistic expression of the language (in accordance with the level of language proficiency, skills, abilities, and capabilities of the students).

The specified requirements should be aligned with regulatory documents such as the working program, standard program, and exemplary program for teaching RFL.

*Table 2*

**Criteria for evaluating student projects**

<b>Evaluation criteria</b>		
<b>External design</b>	<b>Internal design</b>	
Musical design; appropriateness of photo and video materials.	Content design	Linguistic and verbal design
	Logic, coherence, argumentation of statements, appropriateness, etc.	Level compliance; richness, correct use of speech units, and fluency

We also find it interesting to work on improving last year's project. A student who completed a project in the first year already has some experience and specific developments. When receiving a task related to the previous project in the second year, they understand the insufficiency of knowledge and feel the need to improve their skills and abilities. This motivates them to actively engage in both classroom and extracurricular activities. Thus, the importance of the initial research is realized, relying on experience and analyzing their mistakes; the student strives for self-improvement and self-education. Completing and defending such work will allow the student to see their own progress. A comparison lesson between projects from the first and second years may be important for students for self-analysis and realizing their progress in mastering the Russian language.

The implementation of projects into the organization of students' independent work implies defining the stages of work for both students and the teacher. In our opinion, it is advisable to identify three stages of project activities for the teacher:

- Preparatory (project planning): defining the topic, problem, goals, and tasks of the project work; determining the type and method of work according to the needs and competencies of the students; planning the organization of work, developing requirements and evaluation criteria, preparing samples for demonstration; analyzing student learning activities; acquainting students with project work as an exciting method of self-education;

- Organizational work: introducing students to a specific project, requirements, evaluation criteria, problems, and themes (after which students should be given time for reflection - to review existing materials, independently outline the boundaries and plan of work, suggest a topic; students' choice of work; distribution of work, writing a schedule - stages of students' project activities;

- Monitoring (coordination and guidance of student work, assessment of work).

Students must have an understanding of project activities and be familiar with the principles of project work at the beginning of the work. Student project activities also consist of three stages:

- Preparatory (familiarization with the proposed projects; reflection - choosing a topic, suggesting their own topic, defining the method and principles of work, planning the organization of further work, creating a schedule;

- Executive (direct work on the project, preparation for defense),

- Defense (presentation of work and self-analysis).

### Conclusion.

The reinforcement of independent work in the study of RFL signifies a fundamentally new approach to the educational process. Employing the project method in organizing independent work for foreign students transforms it into practically significant and engaging research and discoveries, enabling students to apply acquired knowledge in practice.

The use of project technology in the context of RFL learning is positive because it promotes a deep understanding of the nature and essence of the Russian language as a means of intercultural communication. It involves independent searching for Russian-language information, self-directed research utilizing Russian language resources, and entails the production of a final product, the process of which significantly expands the lexical repertoire. It provides foreign students with the opportunity to gain experience in communicating in Russian, fosters the formation of Russian-language communicative competence through the integrated development of all types of speech skills, and contributes to the study of cultural and country-specific information.

In teaching RFL, it is expedient to apply such a type of project activity as working on a video clip. This approach facilitates the organization of engaging independent work for foreign students.

### References:

1. Bagrova A.Ya. Project method in teaching foreign languages. *Bulletin of the Moscow International Academy*, 2015, no. 1, pp. 13–16. (In Russian).
2. Bazanova E.N. From the experience of using the project method in teaching work with English-language sources. *Linguistic and methodological problems of teaching foreign languages in higher education: interuniversity*, 2011, vol. 8, pp. 118–121. (In Russian).
3. Baykhanov I.B. Cross-cutting competencies in the system of competencies of a modern teacher. *Pedagogical education in Russia*, 2022, no. 5, pp. 17-25. (In Russian). DOI: 10.26170/2079-8717\_2022\_05\_02.
4. Bartel V.V. *Integration of cinematic and literary texts in the projects of master's students- ethnoculturologists*. In: Organization of independent work of students: materials of reports of the VI International scientific-practical conference. Saratov: Techno-Decor Publishing House, 2017, pp. 51–54. (In Russian).
5. Bolsunovskaya L.M., Mironova V.E., Iskorkina A.A. Specifics of project methodology in the process of teaching a foreign language to junior students of non-linguistic universities. *International Journal of Experimental Education*, 2015, vol. 2, issue 3, pp. 371–374.
6. Zolotova M.V., Ganyushkina E.V. Formation of skills of an autonomous student in English classes in the process of project activities. *Bulletin of NSLU*, 2016, no. 35, pp. 138-145. (In Russian).



7. Pinevich E.V. Aspects and directions in teaching Russian as a foreign language at a non- philological university. *Humanitarian Bulletin*, 2014, no. 4, pp. 1-15.
8. Razuvaeva L.V. Using the project method as a technology for student-oriented learning. *Language and text*, 2018, vol. 5, issue 2, pp. 60–64. (In Russian).
9. Razuvaeva L.V., Sherstnikova S.V. The method of projects in lessons of Russian as a foreign language as one of the ways to teach a specialty. *News of the Voronezh State Pedagogical University*, 2020, vol. 2, no. 287, pp. 66-69. (In Russian)
10. Rozova E.O. Using project methodology in teaching a foreign language. *Lingua mobilis*, 2012, vol. 1, issue 34, pp. 162–167. (In Russian).
11. Smirnova N.I. Project method in teaching Russian to foreign students of a technical university. *News of the Southern Federal University. Technical science*, 2011, no. 10, pp. 136-143. (In Russian).
12. Starodumov I.V. Features of teaching Russian as a foreign language. *Young scientist*, 2018, No. 40, pp. 204-207. (In Russian).
13. Kharlamenko I.V. Development of presentation skills of students through the project method. *Professional education. Capital*, 2015, no. 3, pp. 25-26. (In Russian).

#### Список источников:

1. Багрова А.Я. Проектный метод в обучении иностранным языкам // Вестник Московской международной академии. 2015. № 1. С. 13-16.
2. Базанова Е.Н. Из опыта применения метода проектов при обучении работе с англоязычными источниками // Лингво-методические проблемы преподавания иностранных языков в высшей школе: межвуз. сб. науч.тр. Вып. 8. – Саратов: Изд-во Сарат. ун-та, 2011. С. 118-121.
3. Байханов, И.Б. Сквозные компетенции в системе компетенций современного педагога // Педагогическое образование в России. – Екатеринбург, 2022. № 5. С. 17-25. – DOI: 10.26170/2079-8717\_2022\_05\_02.
4. Бартель В.В. Интеграция кинематографических и литературных текстов в проектах магистрантов-этнокультурологов // Организация самостоятельной работы студентов: материалы докладов VI Междунар. очно-заочной науч.-практ. конф. – Саратов: Изд-во «Техно-Декор», 2017. С. 51-54.
5. Болсуновская Л.М., Миронова В.Е., Искоркина А.А. Специфика проектной методики в процессе обучения иностранному языку студентов младших курсов неязыковых вузов // Международный журнал экспериментального образования. 2015. № 2(3). С. 371-374.
6. Золотова М.В., Ганюшкина Е.В. Формирование навыков автономного студента на занятиях по английскому языку в процессе проектной деятельности// Вестник НГЛУ. 2016. Вып. 35. С. 138-145.
7. Пиневи́ч Е.В. Аспекты и направления в преподавании русского языка как иностранного в нефилологическом вузе // Гуманитарный вестник. 2014. Вып. 4. С. 1-15.
8. Разуваева Л.В. Использование метода проектов как технологии личностно ориентированного обучения студентов // Язык и текст. 2018. Т. 5. № 2. С. 60–64.
9. Разуваева Л.В., Шерстникова С.В. Метод проектов на уроках русского языка как иностранного как один из способов обучения специальности // Известия ВГПУ. 2020. № 2(287). С. 66-69.
10. Розова Е.О. Использование проектной методики при обучении иностранному языку// *Lingua mobilis*. 2012. № 1(34). С. 162-167.

11. Смирнова Н.И. Метод проектов в обучении русскому языку иностранных студентов технического вуза // Известия Южного федерального университета. Технические науки. 2011. № 10. С. 136-143.

12. Стародумов И.В. Особенности преподавания русского языка как иностранного // Молодой ученый. 2018. №40. С. 204-207.

13. Харламенко И.В. Развитие презентационных умений студентов посредством метода проектов // Профессиональное образование. Столица. 2015. № 3. С. 25-26.

Отправлено 22 февраля 2024

Принято: 26 февраля 2024

Опубликовано: 03 марта 2024

