Effectiveness of project technology in training Philology teachers for teaching modern business Ukrainian language

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ABSTRACT

The research paper aimed to study the effectiveness of the project technology as a pedagogical condition in training philology teachers to teach the modern Ukrainian language for professional purposes. Methods. The study involved peer review and testing according to the following methods: Ehlers' Motivation for Success Test, Ilina's University Students' Motivation Test. Statistical data processing was carried out by using Pearson's correlation coefficient. The reliability of the instruments was tested by using Cronbach's alpha. Results. The obtained correlation is also statistically significant (remp>r 0.05, where r 0.05 = 0.47). The correlation confirms low indicators of cognitive activity. A reliable relationship between motives is observed only between self-development and achievement (remp = 0.716 >r 0.01, where r0.01 = 0.68). There is a weak statistically insignificant relationship between other motives (remp <r0.05, where r0.05 = 0.54). Conclusions. The research findings give grounds to unequivocally state the high efficiency of the project technology for the student's professional competence in the Ukrainian business language at the modern level. Prospects. Given the specifics of this research and the objective methodological limitations, it is worth continuing to study the effectiveness of project technology by studying other variables. It is also worth continuing to study the effectiveness of teaching modern business Ukrainian language using other advanced technologies of innovative education in higher education institutions.

Keywords: Educational innovations, educational technologies, higher education, innovative technologies, Ukrainian philology.

1. INTRODUCTION

The relevance of the research is determined by the need to improve the study of the Ukrainian language for professional purposes in view of globalization and socio-cultural transformation of society. The Ukrainian language is currently regaining its rightful place in the information space of the country. The Law of Ukraine "On Supporting the Functioning of the Ukrainian Language as the State Language" provides for its comprehensive use in all spheres of social and political life. That is why there is a current need for modern teaching not only of the basics of vocabulary, grammar or punctuation, but also offering a complex cultural and historical mastery of the Ukrainian language for professional purposes (Omelchuk, 2022).

The professional focus of teaching the Ukrainian language stimulates the students' learning process. The main factor of academic performance is academic motivation, that is, a positive attitude towards the Ukrainian language for professional purposes as an academic subject (Hira & Anderson, 2021). Students should have a conscious need to acquire knowledge as professionally significant. The integration with professional subjects through the introduction of innovative educational technologies, in particular project ones play an important role in fulfilling this task (Voronova et al., 2022).

This arises a number of tasks that are solved by the project technology of studying the Ukrainian language. First of all, this is the proof of the determining role of interdisciplinary connections in the development of systems thinking and creative thinking and in the development of cognitive activity, independence and interest in the Ukrainian language (Casal & Bikowski, 2019). Adjustment of business Ukrainian language programmes with due regard to interdisciplinary connections with professional subjects. Improving the content of education, methods and forms of organization of the educational process with a view to professional focus. Development of didactic materials for the implementation of classes based on a professional focus. And finally, proving the effectiveness of project-based teaching of the Ukrainian language in order to improve the academic performance of future Ukrainian philologists in higher educational institutions (HEIs) (Beckett & Slater, 2018).

The level of culture of a modern person largely depends on the degree of mastery of the native language. This knowledge helps a person to become competitive in the labour market. The organization of educational activities in HEIs — the system of presenting educational material, control over its assimilation — should ensure mastery of the Ukrainian language at the level of professionally oriented communication skills. Terminology is the basis of scientific information (Dooly et al., 2021). Professional terminology is an important layer of the terminological system of the Ukrainian language. The study of scientific terminology becomes especially relevant and leads students to the enrichment of the special vocabulary. This is the goal of using project technology in training philology teachers for teaching the Ukrainian language for professional purposes (Shin, 2018).

The use of project technology in university education can be considered as a new trajectory of acquiring knowledge and developing the ability to independently collect the necessary information, advance hypotheses, draw conclusions, provide recommendations. A project approach to learning, where the student becomes not an inert consumer of knowledge, but an active creator of it, who knows how to formulate a problem, analyse ways to solve it, find the optimal result and justify its effectiveness (Horbanova et al., 2022). This allows to optimally reveal the student's personality, stimulate and develop his/her creative, analytical, project, intellectual abilities and skills. So, project technology becomes especially relevant during university studies, as it allows to reveal, develop, and realize the creative potential of an individual. The possibilities of using project technology in the study of the Ukrainian language are an indicator of the high teacher qualification, his/her progressive teaching methods, which belong to the 21st century pedagogical technologies (Villalba, 2022).

Innovative design learning technologies in foreign language learning are an important tool for improving the effectiveness of the educational process and developing students' language skills. They make it possible to deepen the theoretical knowledge of the language and its practical application in various situations. With the help of these technologies, it is possible to create an educational environment that promotes active participation of students in the learning process and promotes creativity and teamwork. These technologies can create situations that are most similar to real-life communicative situations, allowing students to acquire language competencies more effectively (Tanaka, 2022). Thus, project technologies in the study of foreign languages are an important element for improving the quality of education and developing language competence of students. They make it possible to ensure a more effective learning process based on the active involvement of students in the learning process and the development of their creative and social abilities.

1.1. Unexplored Issues

Despite the significance of the project activity in the study of the Ukrainian language for professional purposes in the university education, the problem of its rational organization in professional training is poorly studied. In understanding the problem, it is necessary to state the following unexplored issues. The first is society's need for specialists who know the language at a professional level and the lack of mechanisms for providing a sufficient number of professional specialists. The second is the contradiction between requests for the assimilation of modern methods and educational technologies and professional self-fulfillment in the conditions of university education.

1.2. Aim

Study of the effectiveness of the implementation of project technology in training Ukrainian philology teachers for teaching the modern Ukrainian language.

1.3. Objectives/Questions

1. Study students' educational motivation in view of the use of project technology.
2. Study the dynamics of students' academic performance under the influence of the use of project technology.

1.4. Research Hypothesis

Students' learning motivation and academic performance increases when using project technology in the educational process in HEIs. An alternative hypothesis is the statement that the students' learning motivation and academic performance do not change when using project technology in the educational process in HEIs.

2. LITERATURE REVIEW

According to Adams (2018), the main goal of education is the development of general cultural and professional competencies, behaviours and qualities that will have social value. For this purpose, conditions must be created for the educational interaction between teachers and students. These conditions include: students' cognitive activity; the need to develop a professional interest; study of value orientations in the chosen profession, motives, etc.

As Stoller and Myers (2019) noted, the project method is a concept in the field of didactics and private methods. This is a set of techniques, operations for mastering a certain field of practical or theoretical knowledge. It is also a way of organizing the learning process. Therefore, if we talk about the project method, it means a way to achieve a didactic goal through a detailed elaboration of a problem (technology), which should yield a very real practical result, as Ennis et al. (2022) stated in their work. The method is based on the idea that constitutes the substance of the concept of "project". The project method is aimed at the students' independent activity — whether individual, group, or pair, which is carried out within a certain period of time.

According to Ennis et al. (2022), project activity is a psychological category. If we look from the position of a psychologist, a higher school for a young person is a place where he/she matures. The student must learn to work according to his/her own idea in accordance with independently set goals, finding ways to implement his/her "project".

Tanaka (2022) defines this method as a students' research activity — whether individual or group — organized in a certain way, which involves not just achieving a particular result, but organizing the process of achieving it. The project method is perceived as a set of techniques, actions that exist in a certain sequence to achieve the set task. According to Lee and Pounders (2019), project activity has found wide application in many countries of the world, mainly because it enables organic integration of knowledge from different areas. Projective (or project) activity belongs to the category of innovative activity, as it involves the transformation of reality, is built according to the appropriate technology, which can be unified, mastered and improved.

According to Nur et al. (2022), the relevance of mastering the basics of projecting, is primarily determined by the fact that this technology has a wide scope of application at all levels of the organization of the education system. Second, the logic and technology of socio-cultural projecting will enable to perform analytical, organizational and management functions more effectively. Third, project technologies ensure the specialist's competitiveness. Project activity of students is one of the teaching methods aimed at developing independent research skills. According to Sa'diyah and Cahyono (2019), it promotes the development of creative abilities and logical thinking, combines knowledge and engages in particular vital problems.

Yemets L. and Yemets B. (2022) believe that the project method is a learning system in which students acquire knowledge, skills, and competencies in the course of design. The analysis of various concepts of student project activity shows that it is based on the concepts of "educational project" and "educational design". Park and Eisenhower (2019) maintained that the educational design is most often understood as the process of working with an educational project, the process of achieving the intended result as a particular "product" (project).

3. METHODS

3.1. Design

The experiment was conducted in three stages.

Stage I of the experiment (2021-2022) involved a summative assessment. Experimental work at this stage included:

- study of the peculiarities of project technology implementation in the training of philology teachers;
- definition of research variables and methods;
- preparation for research.
- Stage II of the pedagogical experiment (February - June 2022) was formative assessment. At the formative stage, the content of the experimental work included:
- development of the Programme of experimental work;
- introduction of pedagogical conditions of project technology in training philology teachers for teaching modern business Ukrainian language;
- control over the course of the pedagogical experiment with the help of an expert group and testing;
- analysis and processing of the results obtained during the experiment;
- summarizing the results of the pedagogical experiment.

Stage III of the pedagogical experiment (September 2022) is the final one. This stage of the experiment involved the summarization and generalization of the results of experimental work, drawing conclusions.

3.2. Participants

The research was conducted at the National Pedagogical Dragomanov University (Kyiv). The study involved 180 students of the 2nd — 4th year of the Faculty of Ukrainian Language and Literature. This sample enables to

cover a sufficient number of respondents to ensure a high level of validity of the obtained results. The study also involved 20 teachers of the Department of Ukrainian Language and Literature as the expert group. Respondents were divided into two groups: control and experimental. The control group studied Theory and Methodology of Teaching the Ukrainian Language for Professional Purposes in normal pedagogical conditions. The experimental group was invited to take part in the preparation of the educational project during the study of this course. The formation of research participants from students of 2-4 courses aimed to follow the dynamics of the formation of professional language competence of students during the study of the Ukrainian language in a professional direction in the second year. The so-called residual control of knowledge in the 3rd and 4th year was also an important factor. Respondents in both groups were selected based on the results of the residual control and met such criteria as: approximately the same level of knowledge, great motivation to study.

3.3. Instruments

The respondents participated in the study through remote testing using Google Forms. Data entry and processing was carried out using Microsoft Excel and SPSS Statistics 18.0. All data are given in relative (% of the number of respondents) values.

3.4. Data Collection

1. An expert group was involved in analysing students' academic performance. This enabled obtaining objective and professional conclusions on the dynamics of students' academic performance in the control and experimental groups.
2. Ehlers' Motivation for Success Test (https://en.free-testi.com/testy_na_motivaciyu/1003/). Ehlers' Motivation for Success Test enables assessing the strength of the achievement motivation, striving for success. The Cronbach's alpha reliability coefficient is 0.79.
3. Ilina's University Students' Motivation Test (http://medbib.in.ua/motivatsiya-obucheniya-vuze-39992.html) contains three scales: Acquisition of Knowledge; Mastering the Profession; Receiving a Diploma. This methodology provides 50 statements. At the same time, so-called background questions that do not relate to the problem of professional motivation are also included in the questionnaire. Each question and answer is characterized by certain points, the sum of which is then calculated and distributed according to 16 motives of educational activity. The Cronbach's alpha reliability coefficient is 0.73.

Several variables were studied in this research. Students' academic performance was the first and most important variable of the study. The second variable was students' learning motivation with the following components: motivational-targeted, cognitive, behavioural and evaluative. And the third research variable was students' achievement motivation.

3.5. Analysis of Data

1. The analysis of the obtained data was carried out using statistical correlation. The Pearson test was used to determine the correlation coefficient (Formula 1):

$$r_{xy} = \frac{\sum(x_i - \ddot{x}) * (y_i - \dot{y})}{\sqrt{\sum(x_i - \ddot{x})^2 * \sum(y_i - \dot{y})^2}} \quad (1)$$

where x_i - variable X; y_i - variable Y; $\ddot{x}$ - arithmetic mean for the variable X; $\dot{y}$ - arithmetic mean for the variable Y.

2. The Cronbach alpha reliability coefficient describes the internal consistency of the test assignments. The Cronbach alpha coefficient is calculated using the formula 2:

$$\frac{N}{N-1}\left(\frac{\sigma_x^2 - \sum_{i=1}^{N}\sigma_{Y_i}^2}{\sigma_x^2}\right), \quad (2)$$

where σ_x^2 – total test score variance;

$\sigma_{Y_i}^2$ – variance of i.

3.6. Ethical Criteria

All research participants gave their informed consent for the personal data processing and the processing of research results. They also gave their consent for the use of the obtained data for publication in a research paper. The research at all stages complies with the principles of academic integrity, impartiality, professionalism, scientific knowledge, ethics and respect for the respondents' personality.

4. RESULTS

The achievements to be demonstrated in order to receive an assessment of a certain level was determined through evaluating the level of each component of the impact of project technology on the training of philology teachers. Motives, spheres of desires, interests and inclinations, the student's worldview, his/her life positions, as well as various situations are mutually determined and constitute a harmonious unity of personality. Figure 1 illustrates the results of the direction of motivation.
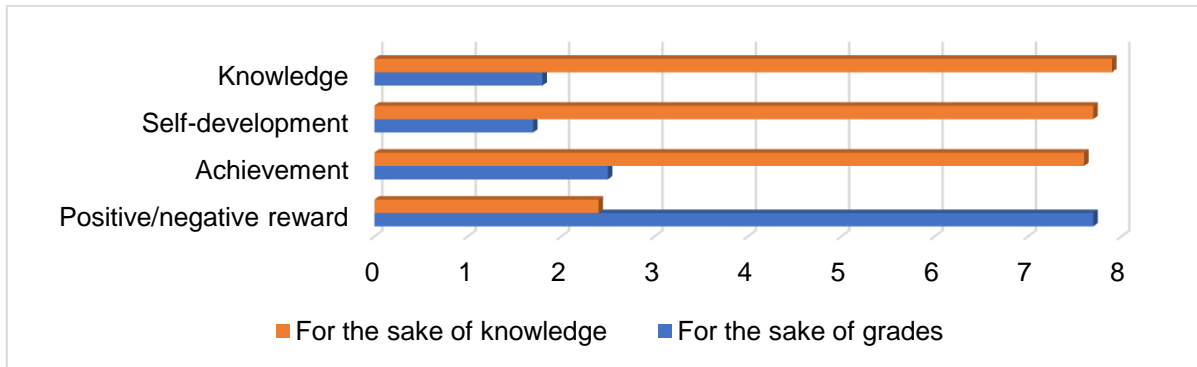
Fig.1:Histogram of the distribution of arithmetic means for groups with different focuses according to learning motives

Source: built by the authors based on research results.

The given data show a significant difference between the two groups of students. Mathematical processing of the results was made using the correlation coefficient in order to obtain greater confidence. This procedure provides insight into the agreement between features. A qualitative analysis of the structure of motives and its relationship for students with a focus on knowledge was conducted (Table 1).

Table 1: Correlation matrix of the relationship between learning motives

Motives	Knowledge	Self-development	Achievement	Motivation
Knowledge		0.377	0.183	- 0.308
Self-development			0.716	- 0. 401
Achievement				- 0.522

Source: tabled by the authors based on research results.

Table 1 shows that a reliable relationship between motives is observed only between self-development and achievement ($r_{emp} = 0.716 > r\, 0.01$, where $r\, 0.01 = 0.68$). There is a weak, statistically insignificant relationship between other motives ($r_{emp} < r0.05$, where $r0.05 = 0.54$). But a reliable relationship between these indicators was revealed when conducting a correlation analysis between the focus on knowledge and learning motives (Table 2). The correlation value ($r_{emp} > r\, 0.05$ where $r\, 0.05 = 0.54$) confirmed the assumption that students focused on knowledge will show a high level of cognitive activity, a desire for self-development and achievement.

Table 2: Correlation matrix of compared features

	Knowledge	Self-development	Achievement
Focus on knowledge	0.601	0.612	0.601

Source: tabled by the authors based on research results.

The obtained correlation is also statistically significant ($r_{emp} > r\, 0.05$, where $r\, 0.05 = 0.47$). Correlation confirms low indicators of cognitive activity. So, a general picture of students' attitude to educational activities shows that students focused on knowledge strive for it not so much because of high cognitive activity, but rather realizing the desire to achieve more significant goals. At the same time, the second group of students seeks to maintain their status by obtaining high grades, and to pursue their interests outside of academic activities.

As a result of research, the hypotheses received the following confirmation: students with a focus on knowledge really have high indicators of cognitive motives, motives for self-development and achievement. Students with a focus on grades showed high indicators on the external motives scale (positive/negative reward), thereby confirming weak internal motivation.

According to a survey conducted with students of 2nd-4th years of study, 85.1% of students spend from 1 to 3 or more hours every day watching TV. This number suggests that watching TV is a dedicated pastime for them. They expect to see something interesting on TV or on the Internet. So, their expectations will be the same when

showing the video to the audience. Therefore, students with high professional motives have high levels of motivation for success and high need for achievement.

In general, the conducted study showed that the motivational sphere of the individual is a complex structural form, the psychological mechanism of which is determined by the nature of the factors, conditions and means used. It was decided to check the appropriateness of setting research objectives in the project in order to consider the cognitive component of the model.

The vast majority of respondents – 59% – demonstrated the inability to set goals and objectives. It turned out that the group of respondents does not have sufficient metalanguage – the object language. Therefore, the students' responses did not correspond to the assignment, moreover, 21% of the respondents ignored this assignment. These indicators show the medium level of the students' cognitive ability to set objectives, not all students represent the project objectives and applications.

The results of the experimental study are the ground for drawing a conclusion about the development of motivation for project activities of philology students during their studies at the HEI. Studying the level of academic performance enabled tracking the dynamics of each of the respondents (Table 3).

Table 3: Dynamics of academic performance of philology students

Levels	Experimental group, %		Control group,%	
	Beginning	End	Beginning	End
Productive	16	31	16	18
Reproductive	32	43	34	34
Elementary	52	26	50	48

Source: tabled by the authors based on research results.

A qualitative analysis of the results presented in Table 3 indicates an increase in the number of students with high academic performance in the experimental group. This clearly demonstrates the effectiveness of the implementation of project technology in training future philologists for teaching the Ukrainian language for professional purposes.

5. DISCUSSION

The project activity is characterized as a joint educational and cognitive, creative activity that has a common goal, agreed methods, ways of activity, aimed at achieving a common result. The main goal of the study was to obtain empirical data – the level of individual components of the development of students' project activity in the course of professional training at the university. A general picture of students' attitude to educational activities was obtained, which indicated that students strived to learn not so much because of high cognitive activity, but in order to realize their desire to achieve more significant goals. Hutsul (2021) and Tran and Phan Tran (2021) study the formation of students' educational goals in their work. The researchers note that the main students' learning motivation is the students' ultimate goal of successful self-fulfilment. On the other hand, Voronova (2022) notes the great impact of short-term goals, namely achieving high academic performance as compared to others.

At the same time, the second group of students seeks to maintain their status by obtaining high grades, and pursue their interests outside of learning. Kato et al. (2020) and Beckett and Slater (2019) also note this attitude to learning. The authors express the disappointing opinion that the main motivation is still the desire to obtain high grades, and not the acquisition of professional knowledge. That is why today it is very important to offer students such educational models that would encourage them to acquire knowledge, skills and abilities. This issue is especially relevant in connection with the development of the state policy vector for the comprehensive functioning of the Ukrainian language in all areas of social and political life. Kryskiv (2021) agrees with this opinion. The author believes that the study of the Ukrainian language for professional purposes should cover not only all aspects of language and speech activity. It should also encourage students to independently acquire and develop professional communication skills.

The experiment showed that there is a need to create conditions in HEI for students to have a personal interest and a need to study the Ukrainian business language for professional purposes. Mykolenko (2021) and Plechko (2022) note this in their works. Therefore, the immediate task of the educational institution is to identify the dependence of learning motivation on the organization of its activities in the process of professional training and encouraging students to act. The authors of both studies emphasize that the teaching methodology built in this way is based on methods and techniques that enhance the activity of the students themselves, primarily mental activity.

The studies by Wang (2019) and Kelsen (2018) should also be mentioned, which focused on students' internal motivation. The authors express an opinion contrary to the existing opinion and note the need to work on

students' internal motives. According to the authors, the main factor of academic performance is not the teaching methodology, but the students' internal need to acquire relevant knowledge. The authors state that the methodology is no less important, but, nevertheless, a secondary component of academic performance. Therefore, the results of the experimental study confirm the influence of the proposed technology and the conditions of the organization of study in HEIs on the quality of learning the Ukrainian language for professional purposes. This made it possible to say that project technology in education has high efficiency.

As shown by the study of the results of the formation of professional competence in the Ukrainian language, the results of the experimental group demonstrate a high level of dynamics. In comparison with the experimental group, respondents of the control group showed a normal average dynamics, which was laid in advance as a mathematical expectation. According to the experts who took part in the evaluation of the results of both groups, the participants of the experimental group compared to the control group showed greater motivation in learning the Ukrainian language.

The theoretical significance of the work is determined by methodological approaches and developments in the field of project activities of students from the standpoint of effective learning of the course Ukrainian Language for Professional Purposes. Improving academic knowledge in the field of theory and methods of philological education due to the expansion of ideas about the essence, structure and objects of project teaching methods. Improving ways of professional training for philologists to teach Ukrainian language courses in HEIs and the process of its formation. Systematization of knowledge, provisions and research ideas that complement and enrich the theory of professional training of Ukrainian language philologists. The main scientific and theoretical propositions, conclusions and proposals of the research are of certain interest for the theory and practice of professional pedagogy.

Therefore, the practical significance of the study is determined by its focus on improving the quality of professional training of future philologists for teaching the Ukrainian language as a professional subject in HEIs. Research materials can be used in the development of practical classes on the methodology of teaching the Ukrainian language in higher education institutions with the use of project activities. The materials can also be used in the research work of students, in the course of self-study and self-development.

The reliability and soundness of the obtained results are ensured by the research methodology and initial theoretical positions that correspond to the objectives. The use of a set of methods is adequate to the aim, objectives and logic of the research. The variety of sources of information enabled avoiding one-sided and biased coverage of the problem. Theoretical study and experimental verification of the main provisions of research in the educational process of the university meet the requirements of academic credibility and impartiality. The results of quantitative and qualitative analysis of empirical and experimental data at various stages of the experiment are verified by methods of data validation and verification recognized in academic practice.

The limitations of the study are primarily determined by the methodological imperfection of the existing tools. It is impossible to cover all the variables that describe the effectiveness of project technology within the scope of this study. Therefore, attention should be paid to solving this problem in further research on the issue.

6. CONCLUSIONS

On the one hand, the relevance of the study is determined by the rethinking of the content and structure of the course Ukrainian Language for Professional Purposes with due regard to new social and political requirements. On the other hand, it is determined by the lack of methodological means of implementing innovative educational technologies when studying the Ukrainian language in HEIs. Conclusions based on the obtained results. The results obtained during the research unambiguously and indisputably indicate the high efficiency of the project technology in the study of philological subjects, especially the course Ukrainian Language for Professional Purposes. The measurement of the variables proposed in the study helped to make sure of the effectiveness of the project method and to prove the proposed research hypothesis by analysing the obtained results. Applications. The obtained results can be of interest to all participants of the educational process and be used in the development of Ukrainian language courses for professional purposes. For students, the work will be interesting in terms of analysing the need to pay special attention to the issue of effectiveness in language learning. The study will help teachers to enrich their own methodological background for teaching the Ukrainian language. The research results will be interesting for the administration of HEIs from the perspective of the methodology of organizing training with the use of advanced educational technologies. Prospects for further research. Further research should focus on the study of other variable characteristics of the effectiveness of the implementation of project technology in the educational process. It is also necessary to continue researching the effectiveness of innovative educational technologies for learning the Ukrainian business language for professional purposes.

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