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**EFFECTIVE STRATEGIES FOR DEVELOPING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN SPECIALIZED SCHOOL THROUGH PROJECT-BASED LEARNING**

**Abstract:** this article explores effective strategies for developing foreign language communicative competence in specialized schools through project-based learning (PBL). Emphasizing authentic communication, collaboration, and problem-solving, PBL has proven to be a transformative approach in language education. By integrating meaningful projects that require active language use, PBL not only enhances linguistic accuracy and fluency but also prepares students for real-world communication demands. This study examines the theoretical foundations of PBL, identifies key strategies for its successful implementation, and addresses the challenges faced by educators in specialized schools.

**Keywords:** foreign language communicative competence, project-based learning, specialized school, language education strategies, authentic assessment, collaborative learning.

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**ЭФФЕКТИВНЫЕ СТРАТЕГИИ РАЗВИТИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В СПЕЦИАЛИЗИРОВАННОЙ ШКОЛЕ МЕТОДОМ ПРОЕКТНОГО ОБУЧЕНИЯ**

**Аннотация:** в этой статье рассматриваются эффективные стратегии развития иноязычной коммуникативной компетенции в специализированных школах посредством проектного обучения. Подчеркивая аутентичную коммуникацию, сотрудничество и решение проблем, проектное обучение оказалалось преобразующим подходом в языковом образовании. Интегрируя значимые проекты, требующие активного использования языка, проектное обучение не только повышает языковую точность и беглость, но и готовит учащихся к реальным требованиям общения. В этом исследовании изучаются теоретические основы обучения проектным методом, определяются ключевые стратегии для его успешной реализации и рассматриваются проблемы, с которыми сталкиваются педагоги в специализированных школах.

**Ключевые слова:** иноязычная коммуникативная компетентность, проектное обучение, специализированная школа, стратегии языкового образования, аутентичная оценка, совместное обучение.

The ability to communicate effectively in a foreign language is crucial in today’s globalized world, especially for students in specialized schools aiming for careers in science, technology, business, and international relations. Traditional language teaching methods, focused on rote memorization and isolated grammar exercises, fall short in preparing students for real-world communication. In response, project-based learning (PBL) has emerged as a powerful approach, integrating language learning with authentic tasks, critical thinking, and collaborative problem-solving.

PBL shifts the focus from passive learning to active language use. By engaging in meaningful projects, students develop all components of communicative competence—grammatical, sociolinguistic, discourse, and strategic—as outlined by Canale and Swain. The core idea is that language learning is most effective when students use language purposefully to solve problems, present ideas, and negotiate meaning collaboratively.

Integrating PBL in specialized schools offers both opportunities and challenges. On one hand, it contextualizes language learning within specialized subjects, making it more relevant and engaging. On the other, it requires educators with expertise in both language pedagogy and specialized content, as well as adequate resources and institutional support.

This article explores strategies for designing, implementing, and assessing PBL to develop communicative competence in specialized schools. It examines theoretical foundations, effective project design principles, scaffolding techniques, authentic assessment, and ways to address PBL challenges. The goal is to provide educators with practical insights for maximizing the impact of PBL.

PBL is grounded in constructivist theories of education, notably Dewey’s experiential learning (1938) and Vygotsky’s sociocultural theory (1978). Dewey emphasized learning by doing, while Vygotsky highlighted the Zone of Proximal Development (ZPD) and the importance of scaffolded learning. In language education, PBL aligns with these theories by encouraging authentic and collaborative language use.

Canale and Swain’s model of communicative competence (1980) provides a framework for PBL, emphasizing grammatical, sociolinguistic, discourse, and strategic competence. PBL projects, such as presenting a business proposal, require precise vocabulary, appropriate register, and coherent arguments—addressing all competence components.

Task-based language teaching (TBLT) complements PBL by focusing on meaning-based tasks that promote active language use. Integrating PBL with TBLT allows educators to design projects that are both challenging and achievable, ensuring meaningful language practice.

The success of PBL depends on well-designed projects that balance linguistic challenges with practical relevance. Authenticity is key; projects mirroring real-world tasks, like marketing campaigns or scientific research, boost engagement and prepare students for professional communication.

To develop all components of communicative competence, projects should include diverse tasks. For example, a project on environmental issues might feature written reports (grammatical competence), debates (sociolinguistic competence), presentations (discourse competence), and problem-solving tasks (strategic competence). Scaffolding techniques such as vocabulary lists, model texts, and sentence starters are essential to support students’ language development.

Interdisciplinary projects are especially effective in specialized schools. For instance, combining language with STEM (Science, Technology, Engineering, and Mathematics) projects not only expands technical vocabulary but also enhances students’ ability to communicate technical information clearly.

Collaboration is a cornerstone of PBL, fostering communicative competence and soft skills like teamwork, leadership, and negotiation. In specialized schools, where students often prioritize individual achievement, collaborative projects offer valuable opportunities to practice interactional skills.

Assigning roles within groups—such as leader, researcher, and presenter—ensures active participation. Peer feedback encourages reflection on language use, helping students improve accuracy and adopt new communication strategies. Educators should also provide clear guidelines and assessment criteria for group work to maximize collaboration benefits.

Traditional assessment methods fail to capture the integrated skills developed through PBL. Authentic assessments—such as portfolios, presentations, reflective journals, and peer reviews—offer a more comprehensive view of communicative competence by evaluating fluency, coherence, and appropriateness, in addition to accuracy.

Rubrics with clear criteria for content, language use, and presentation skills ensure transparency and alignment with PBL goals. For example, a rubric for a project presentation might assess the use of specialized vocabulary, grammatical accuracy, audience interaction, and the ability to respond to questions confidently.

Feedback is vital for authentic assessment. Effective feedback should address not just errors but also the communicative impact of language use—whether the message was clear and convincing. Formative feedback during project stages helps students refine language skills iteratively.

Implementing PBL in specialized schools poses challenges, particularly in terms of planning and resources. Designing interdisciplinary projects requires significant time and expertise. Professional development programs focused on task design, assessment, and scaffolding can help educators overcome this barrier. Collaborative planning between subject and language teachers can also facilitate effective project integration.

Time constraints are another challenge, as PBL often requires more time than traditional methods. Adopting a modular approach—where smaller projects build towards larger ones—can address this issue. Integrating technology, such as online collaboration tools and language apps, can streamline project management.

Motivation is a critical factor for PBL success. Aligning projects with students’ career aspirations can boost engagement. For example, students interested in medicine might work on health-related projects in the target language. Ensuring that projects lead to tangible outcomes—like public presentations or published reports—also reinforces the relevance of language learning.

In conclusion, project-based learning offers a transformative approach to developing foreign language communicative competence in specialized schools. By focusing on authentic communication, interdisciplinary projects, and collaborative learning, PBL addresses the limitations of traditional methods. Effective implementation requires careful project design, authentic assessment, and targeted professional development for educators. Addressing challenges such as resource limitations and time constraints through strategic planning and technology integration can further enhance PBL’s impact.As specialized education evolves, adopting PBL can equip students with the communicative skills essential for academic success and professional achievement.

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