IMPACT OF PROJECT FEST FOR THE 1-ST YEAR STUDENTS OF NON-LINGUISTIC DEPARTMENTS TO DEVELOP RESEARCH AND SPEAKING SKILLS

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Abstract. This study examines the influence of organizing the Project Fest activity in teaching English. Developing strong research skills is crucial for first-year students of non-linguistics departments as they embark on their academic journey. Project Fest is an invaluable activity designed to enhance students' research skills by providing a comprehensive, hands-on learning experience. It exposes students to various research methodologies, fosters critical thinking and problem-solving abilities, and improves literature review and data analysis skills. Through presentations and feedback sessions during Project Fest, students refine their communication abilities and learn the importance of iterative improvement. This study is aimed at searching for 1st-year students' perceptions of the influence of Project Fest on learning English. The investigation used a triangular research strategy approach that combines three main methods: qualitative research, quantitative research, and mixed-method research. Conducting interviews or focus groups with students and teachers helps to understand their experiences, challenges, and perceived benefits. Administering surveys shows the quantity of speaking and research skills using Likert scales and numerical data. Observing program activities allows teachers to assess student engagement, collaboration, and practical application of skills, integrating qualitative observations with quantitative metrics.

Keywords: speaking, research skills, project fest, english, presentation, strategy, stdents, non-linguistic department

Introduction

Project Fest involves the display of scientific, technological, and creative ideas of students in higher schools. It becomes a tool to develop new research skills among the students. Early involvement in research activities allows students to strengthen their analytical and communication abilities and to apply theoretical knowledge in practice. However, first-year students of non-linguistic departments often face limited opportunities to engage in research-oriented learning due to the structure of their curricula, which tends to emphasize theoretical rather than practical or inquiry-based approaches.

To address this gap, the initiative Project Fest was introduced as an institutional platform that encourages students to present scientific, technological, and creative projects. This event provides an opportunity to experience the research process first-hand — from identifying a problem and collecting data to analyzing results and presenting findings. Participation in Project Fest promotes the development of collaboration, problem-solving, and presentation skills, while also fostering a sense of academic community among students.

Previous studies have highlighted the benefits of project-based and inquiry-driven learning environments, emphasizing their role in enhancing critical thinking and motivation (Aporbo, 2022; Sorokoumova & Dunaeva, 2022; Stoyanova, 2023; Yani et al., 2023). Yet, there remains a lack of research focusing on how such methods can be effectively adapted for non-linguistic fields, where students may not traditionally engage in research activities. Project Fest addresses this gap by offering a structured and motivating context for the development of research competencies in the early stages of higher education.

Research skills are essential for students, especially in their first year of high school as they begin to navigate the complexities of academic literature and assignments. Organizing a Project Fest can provide a structured platform for hands-on learning and practical application of research concepts to enhance these skills. Through this event, students can engage in collaborative projects, develop critical thinking abilities, and hone their presentation skills. By actively participating in the Fest, students can gain valuable experience conducting research, analyzing data, and effectively communicating their findings. This immersive learning experience not only promotes intellectual growth but also fosters a sense of academic community among students. Ultimately, Project Fest catalyzes cultivating a culture of research excellence and skill development among first-year students of non-linguistics departments.

In recent years, there has been a growing emphasis on the importance of research skills in higher education, particularly for first-year students. Research has shown that students who are exposed to research activities early on in their academic careers are more likely to develop critical thinking skills, improve their analytical abilities, and enhance their overall academic performance. However, many first-year students of non-linguistics departments may not have ample opportunities to engage in research-related activities due to the nature of their coursework. Participating in Project Fest activities specifically tailored for these students and providing a platform for them to showcase their research projects, receive valuable feedback from peers and teachers, and develop a deeper understanding of the research process. By fostering a culture of research early on, students can be better equipped to tackle more advanced research challenges in their future academic endeavors.

Developing strong research skills is crucial for first-year students of non-linguistics departments as they embark on their academic journey. Aldobekhi highlights that through project-based learning (PBL), students can enhance their critical thinking abilities, problem-solving skills, and collaboration techniques [1]. The integration of PBL methodologies can facilitate a more profound

understanding of research processes and cultivate a sense of autonomy and motivation among students. Additionally, incorporating literacy narratives and community discourse analysis can provide students with valuable insights into different discourse communities and help them engage in analytical thinking and academic investigation [2]. By immersing students in diverse research experiences and encouraging them to explore various sources of information, educators can empower first-year non-linguistic students to become proficient researchers and critical thinkers, setting a strong foundation for their academic success. Dias-Oliveira showed that implementing Project-Based Learning (PBL) significantly enhanced students' critical thinking, teamwork, and communication skills. Students participated in multidisciplinary projects that required active collaboration, problem-solving, and negotiation of ideas, which created authentic contexts for practicing communication. The PBL approach encouraged learners to take responsibility for their own learning, share knowledge with peers, and reflect on their progress, fostering both cognitive and social development. Additionally, the study highlighted that students became more confident in expressing opinions, presenting arguments, and engaging in discussions, demonstrating that PBL not only improves academic outcomes but also strengthens essential soft skills necessary for professional and real-world environments [3]. Research skills play a pivotal role in fostering academic success among students. These skills are not only essential for producing high-quality assignments but also for developing critical thinking and analytical abilities. By honing their research skills, students learn how to locate, evaluate, and synthesize information from various sources to support their arguments. This process of inquiry not only enhances their understanding of the subject matter but also cultivates a sense of intellectual curiosity. Additionally, research skills equip students with the tools necessary to navigate the vast landscape of academic literature, distinguishing between credible and unreliable sources. Possessing strong research skills can lead to improved academic performance, increased confidence, and a deeper engagement with the material. Therefore, investing in developing research skills is crucial for students to excel in their academic pursuits and beyond.

By implementing PBL and organizing a Project Fest, students can significantly enhance their research skills. Project Fest could be a platform for students to showcase their projects, thereby allowing them to practice presenting their work in a professional setting. Students would have the opportunity to receive feedback from peers and faculty members, fostering a culture of constructive criticism and improvement. Additionally, participating in Project Fest could help students build confidence in their research abilities and develop important networking skills. Research shows that interactive events like Project Fests have been successful in improving students' research skills and academic performance. By actively engaging in the planning and execution of Project Fest, students would not only enhance their research skills but also contribute to creating a vibrant academic community within the university [4].

To ensure the successful planning and execution of Project Fest, it is essential to establish clear objectives and timelines. The first step involves forming

a dedicated organizing committee composed of faculty members, students, and administrative staff who can contribute their expertise and perspectives. Regular meetings should be scheduled to discuss logistics, delegate tasks, and monitor progress. Setting realistic goals for the event and establishing a detailed budget are crucial to avoid any unexpected challenges. Moreover, securing necessary resources such as venues, equipment, and promotional materials well in advance is necessary to ensure smooth operations. Collaboration with external stakeholders, such as industry partners or alumni, can also enhance the overall experience for participants and provide valuable networking opportunities. By following a strategic plan and leveraging diverse talents, Project Fest can effectively foster research skills and academic excellence among first-year non-linguistic students [5].

In considering the culmination of organizing a Project Fest to enhance the research skills of students, it is evident that the incorporation of diverse learning perspectives is crucial for fostering inclusive and engaging educational experiences [6]. By recognizing and embracing cultural values and contexts that students bring to the academic setting, educators can create a more enriching learning environment that caters to the needs of a diverse student body. Moreover, as emphasized by Denise R. Goldman, the integration of personal narratives and community discourse analysis can play a significant role in developing students' analytical skills and fostering their investment in academic activities. Embracing this multifaceted approach not only enhances students' self-efficacy and engagement but also contributes to a more holistic understanding of research practices and scholarly endeavors among first-year students [2]. By acknowledging the importance of cultural diversity and personal engagement in educational settings, educators can effectively enhance the research skills and academic development of their students through innovative and inclusive initiatives like Project Fest.

In the context of developing research skills among first-year students, Project Fest could be an innovative approach to foster these competencies early in their academic journey. The literature suggests that engaging students in research and project-based learning can significantly enhance their academic performance and retention, as well as equip them with essential skills for their future careers. Moreover, the integration of collaborative science projects in undergraduate education has been shown to develop a broad suite of competencies, including teamwork and cooperative skills, which are crucial in modern research settings [7]. Interestingly, while the benefits of research engagement are well-documented, there are challenges to be addressed. First-year students often require time to adjust to the academic demands of tertiary education, and balancing these with the development of research skills can be challenging [8]. Furthermore, the development of soft skills, such as communication and organization, is highly valued and can be fostered through international collaborative projects [9]. In summary, a project fest for first-year students could be a valuable initiative to cultivate research skills and soft competencies. It should be designed to accommodate the adjustment period of new students, address barriers to

participation, and incorporate collaborative elements to enhance teamwork and communication skills.

The correlation between academic abilities and creative thinking skills indicates that fostering academic skills could enhance students' research capabilities [10]. The high level of 21st-century skills suggests that these skills can be leveraged during a Project Fest [11]. In summary, a Project Fest should incorporate elements that promote active participation in research activities, focus on developing specific research skills such as planning and analyzing, and utilize active learning technologies. Project Fest could significantly contribute to the development of students' research skills in higher schools (Ishizuka et al., 2013; Maharani et al., 2020; Sorokoumova & Dunaeva, 2022; Kiribayeva et al., 2024;).

Materials and methods

The study was conducted during the 2023/2024 academic year in the Department of Foreign Languages at L.N. Gumilyov Eurasian National University, Kazakhstan. The participants included approximately 100 first-year students representing various non-linguistic departments such as Economics, Engineering, and Information Technology. Around 50 student projects were presented as part of the *Project Fest* event. Participation was voluntary and open to all first-year students interested in research-related activities.

The main research question guiding this study was: *How does participation in Project Fest influence the development of research skills among first-year students of non-linguistic departments?* To address this question, a triangulation research strategy was applied, combining qualitative, quantitative, and mixed methods. Triangulation was used to ensure the validity and reliability of the findings by integrating data from multiple sources and perspectives.

1. Qualitative Research

The qualitative component consisted of semi-structured interviews conducted with both students and teachers. A total of 15 interviews were carried out — 10 with students and 5 with teachers — each lasting approximately 30–40 minutes. Participants were selected using purposive sampling to capture a variety of perspectives, including both active participants and observers of Project Fest. The interviews explored themes such as personal and academic development, collaboration, and perceived benefits of participation. All interviews were transcribed and analyzed thematically. Thematic coding was employed to identify recurrent patterns and categories related to research skill acquisition, communication, and teamwork.

2. Quantitative Research

Quantitative data were collected through a structured survey distributed to all participating students. The questionnaire consisted of 15 Likert-scale items (ranging from 1 – strongly disagree to 5 – strongly agree) measuring three domains: research skills, communication and presentation abilities, and collaboration. Out of 100 distributed questionnaires, 87 were returned, yielding a response rate of 87%. The collected data were analyzed using descriptive statistics and correlation

analysis to examine the relationship between participation in Project Fest and self-assessed improvement in research competencies.

3. Mixed-Method Research

The mixed-method component involved systematic classroom and event observations conducted during the preparation and presentation phases of Project Fest. Three observation sessions were carried out by the research team to document student engagement, collaboration, problem-solving, and application of research skills. Observations were recorded using a structured observation checklist, and field notes were analyzed alongside interview and survey data to provide a comprehensive picture of students' research behavior.

Triangulating the results from interviews, surveys, and observations allowed the researcher to cross-validate findings and obtain a deeper understanding of how Project Fest contributes to the development of students' research skills. This integrated approach strengthened the overall reliability of the study and ensured a balanced interpretation of both qualitative and quantitative evidence.

Results

The analysis of survey, interview, and observation data provided a comprehensive picture of how participation in Project Fest influenced students' development of research and communication skills. The results are presented below according to the main thematic categories that emerged from the data.

1. Development of Research Competencies

Survey data indicated that 74% of students reported a noticeable improvement in their ability to formulate research questions, collect and analyze data, and present findings. Interviews with both students and teachers supported these quantitative results. Several students mentioned that participation in *Project Fest* was their first experience conducting research independently. One student from the Engineering Department commented: *"Before this event, I had no idea how to start a research project, but now I can find information and organize my results."*

Teachers also noted positive changes in students' understanding of the research process. They emphasized that the project-based format encouraged students to approach research systematically and to apply theoretical knowledge in practice.

2. Enhancement of Communication and Presentation Skills

According to survey responses, 68% of participants agreed or strongly agreed that Project Fest improved their confidence in public speaking and English-language presentation skills. Observation data confirmed these results: during the event, students demonstrated greater fluency, eye contact, and engagement compared to earlier classroom presentations.

Interview participants highlighted that preparing for Project Fest required them to rehearse presentations multiple times, which contributed to better articulation and the ability to explain research ideas clearly. A teacher observed that *"students who were initially hesitant to speak in English became much more confident after presenting at the Fest."*

3. Motivation and Teamwork

The majority of students (80%) emphasized that Project Fest fostered motivation and teamwork. Working in small interdisciplinary groups allowed them to exchange ideas and learn from each other's experiences. Many respondents mentioned that collaboration improved their ability to plan tasks, share responsibilities, and solve problems creatively.

Students also valued the feedback received from teachers and peers, describing it as a motivating factor that helped them refine their research and communication skills.

4. Challenges Identified

Despite the overall positive outcomes, some challenges were reported. Around 20% of students indicated difficulties with time management, data analysis, and distinguishing between reliable and unreliable sources. Teachers noted that additional methodological guidance and preparatory workshops could further enhance students' readiness for independent research.

Overall, the results demonstrate that participation in Project Fest contributed significantly to the development of students' research competencies, presentation abilities, and motivation for academic inquiry. While the majority of students showed positive progress, the findings also revealed specific areas—such as data analysis and time management—that require further instructional support.

Discussion

The qualitative research component of the study involved conducting in-depth interviews of students and teachers. The following themes emerged from the analysis:

Table 1. Improving interpersonal skills

Students	Teachers
My participation in Project Fest opened new opportunities for researching new themes, that I had never seen or heard	*Participating in Project Fest has helped students become more self-aware. They are recognizing their strengths and areas for improvement, which is crucial for their personal development*
Project Fest was a pivotal experience for me, both personally and academically. It honed my problem-solving skills, deepened my understanding of sustainability, and taught me the value of teamwork. I gained confidence in my ability to tackle complex challenges, expanded my knowledge base, and gained valuable hands-on experience. Overall, Project Fest was a significant stepping-stone in my growth and development	*Through reflection and peer feedback, students gain insights into their behavior and its impact on others, which is fostering personal growth*

personal growth: thanks to Project Fest I understood how a team works and what it means to be part of a team, academic growth: I participated in Project Fest, it gave me a new experience.	*One of the most noticeable changes is the increase in students' confidence when speaking in public. They are more willing to participate in class discussions and present their work to an audience*

2. Enhancing speaking and research skills

Students	Teachers
We were looking for different ways to explain our project more clearly, and therefore we were looking for a lot of information, which helped us learn new information, and we were also able to improve our speaking abilities.	*Project FEST has significantly improved students' understanding of research methodologies. They are now more adept at designing research projects, formulating research questions, and selecting appropriate methods for data collection*
I suppose my communication skills, analytical skills have grown thanks to this project	*The project has helped students develop better verbal communication skills. They are more precise in their language and more persuasive in their arguments*
We were looking for different ways to explain our project more clearly, and therefore we were looking for a lot of information, which helped us learn new information, and we were also able to improve our speaking abilities.	*Students have become more proficient in various research techniques, such as surveys, interviews, and literature reviews. This has enhanced the quality of their research outputs*

3. Effective presentation of information

Students	Teachers
The people who were congratulating us gave me a strong feeling that I matter. And my future is so bright because this particular project made a contribution	*I've seen a marked improvement in students' ability to organize their research findings. They are better at structuring their reports and presenting their data in a coherent and logical manner*
Practice English and the most important is we do projects in English according to our major. It was an interesting experience	*Students have developed the ability to synthesize information from multiple sources and present it clearly and concisely, which is a crucial research skill*

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I encountered projects related to medicine, journalism, and gambling addiction. It made an impression because I learned a lot of new things on these topics	*Students have become more proficient in using visual aids, such as PowerPoint presentations, to support their speaking engagements. This has enhanced the effectiveness of their presentations*
The most impactful project, in my opinion, was the project concerning the hologram in Kazakh tourism. I guess the idea behind it was innovative and quite interesting and it would probably enhance tourism in our country	*Project FEST has encouraged students to integrate technology into their presentations, making their speeches more engaging and informative*

4. Collaborative learning

Students	Teachers
It had a very big impact. Because planning the teamwork across for our couples in university was harder than I thought. But anyway, we did it. And for me, we did it pretty great.	*Students have learned the importance of trust and cooperation in achieving common goals. They are more willing to rely on each other and share responsibilities*
It helped me to understand that teamwork is very important, each idea of every member matter	*The collaborative nature of Project FEST has fostered a sense of camaraderie among students. They understand that success is a collective effort, and this has improved their willingness to work together*
Not only teamwork but also this project helped me to become the best leader. By collaborating with my peers, I can strongly say that this project helped me to know my teammates closer	*By working in teams, students are learning to delegate tasks and hold each other accountable, which enhances their project management skills*

Students' answers reflect the transformative impact of Project Fest on their research and speaking skills. They highlight increased confidence, improved speaking, better use of resources, and enhanced research abilities. Students generally believed that Project Fest had a positive impact on their speaking and research skills, citing specific instances where they applied these skills in other academic settings.

Teachers' perspectives highlight the substantial benefits of Project Fest in enhancing both research and speaking skills. Teachers observed noticeable improvements in students' communication skills and their ability to conduct and present research. They noted that students became more engaged and collaborative throughout Project Fest. Teachers believed that Project Fest was

highly beneficial, fostering not only academic skills but also interpersonal skills and confidence among students. The project provides comprehensive learning experience that fosters the development of critical research abilities and effective communication techniques, equipping students with essential skills for their academic and professional futures.

The goal of the quantitative research component is to objectively measure and evaluate the impact of the project on first-year students' speaking and research skills. The survey includes Likert scale questions to quantify students' perceptions and experiences before and after participating in Project Fest. Surveys are distributed to all participants online at the start (pre-survey) and end (post-survey) of Project Fest.
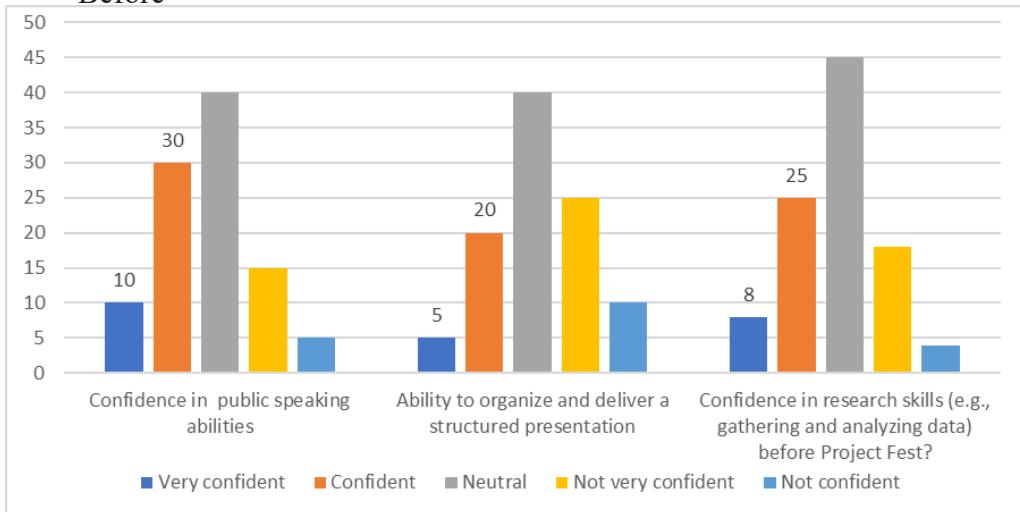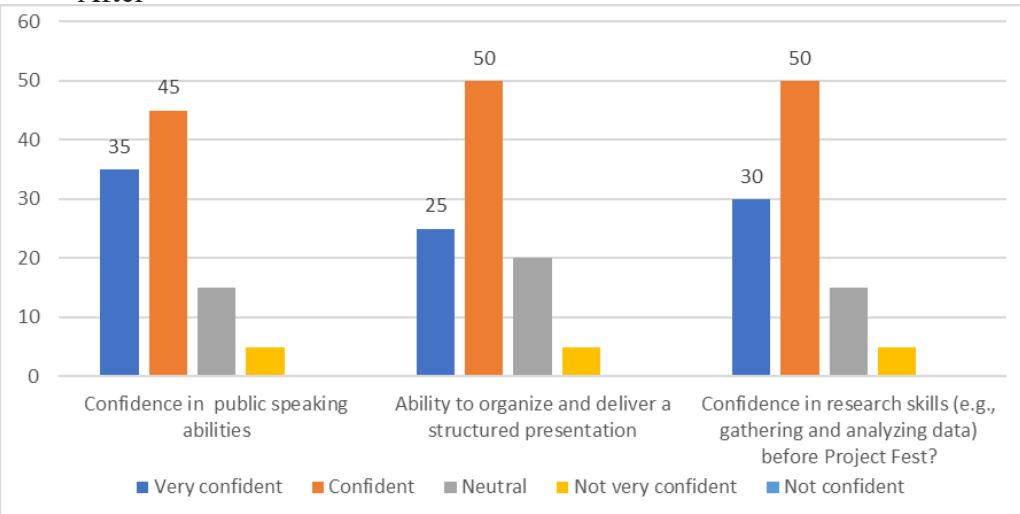
This quantitative research design provides robust data to evaluate the impact of Project Fest on students' speaking and research skills supporting a comprehensive assessment of the project's effectiveness. The questionnaire results suggest that Project Fest has been effective in enhancing students' public speaking abilities, their skills in organizing and delivering presentations, and their confidence in conducting research. These improvements indicate that the event has successfully contributed to developing key academic and professional skills among the participating students.

The goal of Mixed-Method Research is to directly assess student engagement, collaboration, and the practical application of speaking and research skills. Observational data will provide a complementary perspective to the findings from questionnaires and surveys, offering a holistic understanding of the project's impact.

Observation Sheet

Criteria	Rating (1-5)	Comments
Engagement (active participation of students, interest and enthusiasm, focus and attention)		
Collaboration (effective communication with members of the project group, equal contribution to the project, ability to resolve conflicts)		
Speaking skills (clarity and articulation, confidence in presenting ideas, use of appropriate language and terminology)		
Research skills (depth of research, application of research findings, proper citation of sources)		

Creating an observation sheet helps teachers and students systematically record and assess the performance of students. An observation sheet can be tailored to identify problems students might face during the preparation of their projects. Teachers noted high levels of student engagement during Project Fest activities. Students were actively participating in discussions, asking questions, and showing enthusiasm for their projects. Students in groups worked well together, with clear task delegation and effective communication.

The triangular strategy of combining qualitative, quantitative, and mixed-method research provided a comprehensive assessment of Project Fest's impact on first-year students. Interviews highlighted significant personal development and perceived skill improvements, alongside challenges like time management and initial research difficulties. Surveys quantitatively confirmed the improvement in public speaking skills, organizing and delivering a structured presentation, and developing the ability to conduct research, with high ratings indicating substantial growth. Observations provided direct evidence of high student engagement, effective collaboration, and the practical application of skills, complementing the insights from interviews and surveys. These findings demonstrate that Project Fest effectively enhances first-year students' speaking and research skills, fosters personal growth, and promotes collaborative learning.

Conclusion

The findings of this study indicate that participation in Project Fest had a positive and measurable impact on the development of research and communication skills among first-year students of non-linguistic departments. The experience enabled students to apply theoretical knowledge in practice, organize data systematically, and present their findings with greater clarity and confidence. Teachers also observed that students became more independent, engaged, and motivated to explore research-related topics beyond the classroom.

In addition to enhancing research and speaking skills, Project Fest fostered teamwork and collaboration. Working in small groups allowed students to exchange ideas, distribute responsibilities effectively, and develop interpersonal competencies essential for academic and professional success. This collective approach contributed to building a stronger sense of academic community among first-year students.

The overall outcomes demonstrate that Project Fest serves as a valuable pedagogical tool for cultivating a research-oriented mindset in higher education. Students reported feeling more confident in tackling future research assignments and presentations, highlighting the event's potential to bridge the gap between theoretical instruction and applied research practice.

Based on these results, several recommendations can be made to further strengthen future implementations of Project Fest. Introducing more hands-on research exercises, real-world application opportunities, and interdisciplinary projects would deepen students' engagement and understanding of the research process. Moreover, expanding collaboration with faculty members and industry professionals could provide mentorship, expert feedback, and practical insights that enhance students' academic growth.

Despite these positive outcomes, certain limitations should be acknowledged. Levels of student engagement varied across departments, and differences in prior research experience or language proficiency may have influenced the results. Additionally, the reliance on self-reported data and a relatively short observation period limited the precision of measuring long-term skill development. Future studies could address these issues by employing longitudinal designs, incorporating objective performance assessments, and including a broader sample of participants.

In summary, Project Fest represents a promising model for integrating research-based learning into non-linguistic programs. While its benefits are evident in improving research competencies, presentation abilities, and teamwork, further refinement and systematic evaluation will ensure that its full pedagogical potential is realized in diverse educational contexts.

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ТІЛДІК ЕМЕС ФАКУЛЬТЕТТЕРДІҢ 1-КУРС СТУДЕНТТЕРІНІҢ ЗЕРТТЕУ ЖӘНЕ СӨЙЛЕУ ҚАБІЛЕТТЕРІН ДАМЫТУҒА PROJECT FEST ЖОБАСЫНЫҢ ӘСЕРІ

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Аңдатпа. Бұл зерттеу Project Fest іс-шарасын ағылшын тілін оқытуда ұйымдастырудың әсерін қарастырады. Зерттеу дағдыларын дамыту – тілдік емес факультеттердің 1-курс студенттері үшін олардың академиялық жолындағы маңызды кезең болып табылады. Project Fest – студенттердің зерттеу дағдыларын жетілдіруге бағытталған құнды іс-шара, ол жан-жақты, практикалық оқыту тәжірибесін ұсынады. Бұл шара студенттерді әртүрлі зерттеу әдістерімен таныстырып, сыни ойлау және мәселені шешу қабілеттерін дамытады, әдеби шолу мен деректерді талдау дағдыларын жақсартады. Project Fest барысында өткізілетін презентациялар мен кері байланыс сессиялары арқылы студенттер өздерінің коммуникативтік қабілеттерін жетілдіріп, қайталана отырып жақсартудың маңыздылығын түсінеді. Бұл зерттеу Project Fest-тің ағылшын тілін үйренуге әсерін студенттердің қабылдауы тұрғысынан зерттеуге бағытталған. Зерттеуде үш негізгі әдісті біріктіретін үшбұрышты стратегия (триангуляциялық тәсіл) қолданылды: сапалық зерттеу, сандық зерттеу және аралас әдістер. Студенттер мен оқытушылармен жүргізілген сұхбаттар мен фокус-топтық талқылаулар олардың тәжірибесін, қиындықтары мен пайдаларын түсінуге көмектеседі. Сауалнамалар жүргізу Лайкерт шкаласы мен сандық деректерді қолдану арқылы студенттердің сөйлеу және зерттеу дағдыларын сандық тұрғыда бағалауға мүмкіндік береді. Бағдарлама іс-шараларын бақылау оқытушыларға студенттердің белсенділігін, ынтымақтастығын және дағдыларды тәжірибеде қолдануын бағалауға мүмкіндік береді, сапалық бақылауларды сандық көрсеткіштермен біріктіреді.

Тірек сөздер: сөйлеу, зерттеу дағдылары, Project Fest, ағылшын тілі, презентация, стратегия, студенттер, тілдік емес факультеттер

ВЛИЯНИЕ PROJECT FEST НА РАЗВИТИЕ ИССЛЕДОВАТЕЛЬСКИХ И РЕЧЕВЫХ НАВЫКОВ У СТУДЕНТОВ 1-ГО КУРСА НЕЯЗЫКОВЫХ ФАКУЛЬТЕТОВ

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Аннотация. Данное исследование рассматривает влияние организации мероприятия Project Fest на преподавание английского языка. Развитие исследовательских навыков имеет решающее значение для студентов первого курса неязыковых специальностей на начальном этапе академической среды. Project Fest — это мероприятие, направленное на развитие исследовательских навыков студентов, который обеспечивает комплексный и практический опыт обучения. Project Fest знакомит студентов с различными исследовательскими методологиями, развивает критическое мышление и навыки решения проблем, а также улучшает навыки анализа данных и работы с литературой. Благодаря презентациям и сессиям обратной связи в рамках Project Fest студенты совершенствуют свои коммуникативные навыки и осознают важность итеративного совершенствования. Исследование направлено на изучение мнений студентов первого курса о влиянии Project Fest на процесс изучения английского языка. В исследовании используется триангуляционный метод, который сочетает три основных подхода: качественное исследование, количественное исследование и смешанные методы. Проведение интервью или фокус-групп со студентами и преподавателями помогает понять их опыт, трудности и предполагаемые выгоды. Проведение опросов позволяет количественно оценить уровень развития речевых и исследовательских навыков с использованием шкалы Лайкерта и числовых данных. Наблюдение за мероприятиями программы позволило преподавателям оценить вовлеченность студентов, их сотрудничество и практическое применение навыков, интегрируя качественные наблюдения с количественными показателями.

Ключевые слова: говорение, исследовательские навыки, Project Fest, английский язык, презентация, стратегия, студенты, неязыковые факультеты

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