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ПЕДАГОГИКА НА ВИСШЕТО ОБРАЗОВАНИЕ

HIGHER EDUCATION

THE PROJECT METHOD IN THE CONDITIONS OF MODERN HIGHER EDUCATION

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Abstract: *One of the most innovative technologies used in the modern educational process is the technology of project learning. The project method is a set of techniques and actions in a certain sequence to achieve the set task - to solve a certain problem that is significant for students – designers and is presented as a certain final product.*

The article focuses on the organization of students 'project activities, highlights the problems of high-quality training of specialists that meet the modern needs of the society, and suggests ways to solve the existing problems. The author analyzes the formation and essence of the project activity method in education as effective ways to organize students 'independent work through project activities. Project activity is considered as one of the main interactive forms of work with students.

The analysis of the essence of the project method allows to conclude that the project work of students contributes to the activation of cognitive activity, the development of creative abilities, the formation of professional competences, the development of independence, the growth of personal qualities and their appropriate use in the educational process of the University.

Keywords: *project method, technologies of project training, activation of cognitive activity, creativity*

INTRODUCTION

New socio-economic conditions for the development of the world community have led to a change in the requirements for professional training of specialists with high professional competence who are

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able to independently acquire new knowledge, think creatively and find optimal solutions. – standard conditions and ability to innovate.

In the education system, there is a problem of high-quality training of competitive competent specialists at a new level, aimed at self-improvement and professional growth.

The transition to new educational standards sets new challenges for the University: the search and implementation of pedagogical technologies, teaching mechanisms, and teaching methods that ensure the formation of competitive professionals who meet the requirements of the modern labor market.

In the modern system of higher education, the project method is used as an integral part of the education system and represents the organization of independent activities of students aimed at solving problems and achieving certain results. Project activities of students are aimed at revealing the student's personality, developing interest in educational activities, developing intellectual and creative abilities in solving problems.

According to many researchers, including T. A. Zershikova the design method is a technology that allows you to organize independent work of students aimed at solving problems of the educational project that combines a problem-based approach, group methods, reflective, research, and communication techniques (Zershikova 2011). Analyzing pedagogical literature, various approaches to the concept of the project method, organization of project activities allows students to develop the skills of independent acquisition of knowledge, formation of professional competences and objectives of project work of students:

- To systematize and consolidate students 'theoretical knowledge and skills, deepening;
- consolidation and development of acquired practical skills; – development of students ' cognitive and creative abilities;
- formation of creative thinking, self-development, and self-improvement abilities.

Based on the tasks set, various types of projects are used in the educational process, the choice of which should correspond to the content of the subjects taught and the level of training of students.

The innovations note that the organization of project activities depends on the type of project and highlights the following typological features of projects (Izotikova 2006).

Priority areas of activity in the project: research, research, creative, role-playing, applied (practice-oriented), orientation, etc.

According to the given algorithms and schemes, practical tasks are less focused on self-improvement and self-development of students, and then there is a problem of finding effective ways to solve the problem of high-quality training of highly qualified specialists at a new level. One of these mechanisms is the project method, which is essentially a set of methods for research, search, and problem solving that are creative in nature as a pedagogical technology.

In all advanced countries, the importance of University scientific orientation for the development of co-creation and innovative potential of a specialist is increasing. Thus, our University attracts leading universities and creates research centers on the basis of the University to carry out the most complex and significant scientific projects, including in the field of basic educational technologies.

In modern social and social conditions, there is a need to implement significant changes in the organization and content of the educational process of the higher school of pedagogy.

In particular, the success of building an educated community in Kazakhstan will largely depend on improving the quality of professional training of teachers and their creative development, which will be one of the conditions for developing the innovative potential of creative development of young people at the University stage of professional development.

THE PURPOSE OF THE RESEARCH

Pedagogical University has always been presented as a high-level field of education, focused on the personal creativity and professional qualities of students, and several attempts have been made to solve this problem. However, the complexity of forms and methods of higher pedagogical education and the increasing requirements for the quality of their training in higher schools of pedagogy have required the expansion of traditional approaches to the organization of the educational process and the resolution of a number of contradictions (table 1):

Table 1. Complex of contradictions

Complex of contradictions	Content
Contradiction 1	between the systematic nature of the process of forming professionalism in future specialists and its disordered organizational and scientific-methodological structures of the University.
Contradiction 2	between the requirements of interdisciplinary integration of content in the system of professional training of teachers in General and the narrow specialization of scientific and methodological support of the educational process.
Contradiction 3	between the need for a person-oriented approach to professional training and the lack of a system of technological support for each of the stages of becoming a specialist in higher education.
Contradiction 4	between the integrity of the content of professional activity and the mastery of it by students through a variety of subject areas, Sciences, academic subjects, etc.

In this regard, the concept of “innovative potential” of creative development at the University stage of professional development of a future specialist is of particular importance in the current situation.

Models for the development of innovative personality traits in the educational environment were described in the works of L. V. Abdalin, A. G. Gataullin, L. D. Maltsev, V. N. Markov, I. V. Pagno, N. Yu. Priitkin, I. A. Sterkhova, and others. They consider the importance of professional activity of teachers, creative thinking, and the ability to find non-standard solutions to problems.

In our study, we identified and analyzed factors that affect the development of innovative potential of a student in the educational process and modeled pedagogical conditions for the development of innovative potential (Ayapbergenova, Kulsharipova 2018).

The formation of students ‘ project activities, including the analysis of the state of University practice in the study of elective subjects, allows us to conclude that the modern University as a technology of individual-oriented learning does not fully realize the pedagogical potential of the project. A significant number of students with experience in research projects demonstrate a low level of knowledge about the unity of project activities. The project method is a didactic tool for teaching design, that is, a purposeful activity aimed at finding a way to solve a situation by solving problems that arise from this problem, when it is considered in a specific educational context.

In the modern sense, the project method is considered in relation to project activities aimed at solving an interesting problem, which students formulate in the form of goals and tasks, the result of which is important if the found method of solving the problem is practical.

Thus, the comparative analysis allows not only to determine the prerequisites for the appearance of the project method, but also to identify similarities and differences in foreign and domestic pedagogy. This allows us to say that today the project method is an innovation, since it creates new educational models of learning.

The main goal of the project method is to provide students with the opportunity to independently gain knowledge in the process of solving practical problems or tasks that require the integration of knowledge from various subject areas.

Let’s consider the essence of the project method as a variant of special competencies in the field of future professional activity. In the course of solving the problem set within the project, students develop or improve both theoretical knowledge and practical skills. This ensures an accelerated and effective formation of General cultural and professional competencies in accordance with the SES in the areas of training.

THE RESEARCH MATERIAL AND METHODS

1. A design method with these characteristics can bring significant results to the learning process. The effectiveness of its use is widely recognized abroad and confirmed by a number of studies. For example, the University of Minho (Portugal) conducted a three-year study of the impact of the project method on students ‘ abilities and their effectiveness in learning. The results show that the use of the

project method by students increases their role and participation in the educational process and positively affects its results. M. Viktor and L. Tonika note that the project method helps to increase the responsibility and independence of students, teaches them to manage their knowledge. Taking into account the selected typological characteristics of the project methodology, E. S. Polat (Polat 2005) identifies the following main types of projects (table 2).

Table 2. Typological characteristics of the project method according to E. S. Polat.

Types of project activities	Content
Research project	research work, with the definition of the conceptual apparatus
Information project	collecting, analyzing and summarizing information necessary to determine any conclusions or results.
Creative project	development of creative abilities
Applied project	the results of participants ' activities are focused on their social interests; they have a clear structure, scenario, and distributed roles.

THE RESULTS OF THE STUDY AND THEIR DISCUSSION

The development of the student's personality is not limited to any time, it is carried out throughout the life of the individual. In particular, UNESCO helps countries strengthen their capacity for quality lifelong learning and develop evidence-based policies that meet current trends, as well as innovate in higher education through project-based methods. The higher the level of intellectual and moral development of future professionals, the higher the individual's ability to develop innovative potential for creative self-improvement.

Such requirements for a specialist of a pedagogical University are designed to change the idea of the essence of pedagogical education, which should be based on the professional development of special project competencies, and not on the simple transfer of psychological and pedagogical knowledge to students, the formation of skills limited by the curriculum. In our research, we propose to model a list of actions and competencies that are necessary for a student to successfully perform the functions of a project role. The list of competencies is developed on the basis of the competence assessment procedure – a formalized process of measuring the current level of competence in the competence model, established rules for determining the level of competence of a specialist, as well as permanent roles, functions and opportunities for future professionals (table 3).

Table 3. Project competence model

Project competence model	Content
Design	questions and tasks for testing students, questionnaires for evaluating the level of project activity, and other required documents
Support of assessment based on the competence model	activities aimed at organizing the evaluation process and coordinating the performers of the process, with the subsequent provision of evaluation results in a model consistent with the form: Project practice
Development Of catalogs of educational events,	containing a list of specialized literature, courses, online resources, and other sources for students ' self-development

The strength of students ' project practice lies in delegating responsibility for achieving goals at certain levels of project activity.

Working in project activities teaches students:

- search and systematization of necessary information; - ability to set and formulate goals;
- research methodology (hypothesis development, analysis and generalization);

- practical application of knowledge, skills and abilities in various, including non-typical situations;
- ability to prepare and conduct presentations of the result.

Project activity contributes to the comprehensive development of students and determines the following possible effects: knowledge of new theories, concepts, effects: formation of critical thinking, education of ethical foundations, formation of an active life position, the emergence of creative laboratories, educational scientific societies: interaction in group activities of the educational process. An important task of project activity is to build the structure and work in the group and choose an adequate organizational structure for the overall training and project activities. However, there are some risks involved. The problem is the complexity of creating an effective temporary system for managing students' project activities in the educational process.

In the model, it is necessary to develop a system for managing project practice and its functioning in the course of educational activities, depending on the content of the discipline. Integration of training methods and the project method allows you to expand the scope of training activities in practical terms, allowing you to combine different interests, actions and results to achieve the goals of the OP program and learn the key functions of the project method.

In this case, the main task of students in the practical study of the project method is to enter into the organizational structure of educational activities that ensure responsibility, authority and completeness of specific actions. In addition, if the authority for the actual implementation of project activities has a clear basis, the student can work in this system of interaction in the educational process, relying on the inclusion of lecture and practical materials as a process for managing project procedures, reporting system and project. monitoring the implementation of the practice.

In pedagogical science, there are different ways to integrate project methodology into the educational process, to study the process of professional development of a future specialist teacher.

Some researchers consider the professional development as an integral part of project activities from the point of view of the motivational sphere of the personality, others from the point of view of the activities of this person, and others – from the standpoint of the impact of training to the method of the project of students in the University. A certain novelty of our approach to the problem of professional development of students at the University stage involves the formation of a complex of professionally significant and personal qualities in a certain system and sequence. The effectiveness of the professional development process is a high level of special training, which is organically combined with the General culture and high moral qualities of the individual, the desire to achieve maximum results in creative work, constant professional development, and innovative development. potential.

Professional development as a structural and functional interaction of the process components is the development of the need – motivational and operational-effective areas of the specialist's personality. The need-motivation sphere as an integrative characteristic of the teacher's personality is determined by the totality of social relations, values, and interests that form the basis of motives. Operational-effective field of personality, represented by a set of General and special knowledge, skills and abilities for the development of the project method, which determines the degree of ownership of modern content and technologies for solving professional tasks of the teacher. Creativity as a potential for innovative development is a more advanced form of activity, which means that its incentive is related to internal personal needs.

CONCLUSION

The analysis of the essence of the project method allowed to conclude that the project work of students contributes to the activation of cognitive activity, development of creative abilities of students, formation of professional competence, self-reliance, personal growth. quality and it should be used in the educational process of the University as a mechanism for the formation of highly qualified specialists. meeting the requirements of modern society.

The project method as a method of educational development activates the student's independence in many areas of personality, ensures his subjectivity in the learning process, so project training can be considered as a tool to increase the cognitive activity of students, a tool to improve the quality of learning.

Thus, today the project method is understood not only as one of the ways to organize teacher-student interaction (“teaching method”), but also as an integrated “pedagogical technology” that:

– considers the possibility of setting diagnostic goals, planning and designing the educational process, periodic diagnostics, various tools and methods for correcting results;

– formulates a well-founded system of methods and forms of actions of teachers and students at different stages of the educational project implementation, criteria for evaluating the results of this activity;

– it is used in the study of various disciplines both in higher education and in other educational institutions.

Project technology is a system of independent creative activity of a student. It is unique and specific, because it allows you to effectively use the creative potential of both the teacher and the student, integrate their knowledge and experience, while generating new ideas and solutions, and promotes independent and scientific work.

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