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Method Of Projects Training A Teacher In The System Of Professional Education

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ABSTRACT

The article examines the importance of using the project method as an educational technology in the development of the competencies of university students. The article analyzes the relationship between the features of project education and the effectiveness of professional training of university students.

KEYWORDS

Project method, parameters of project implementation, competencies, features and characteristics of the project method.

INTRODUCTION

Currently, educational standards orient teachers towards transforming the content and form of the educational process. This leads to the fact that for the teacher and student, updating their resources, knowledge and experience through education becomes a necessary option. Education at the university brings many educational practices largely based on the technologization of the educational process. The basis of education is

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no longer so much academic disciplines as ways of thinking and applying the necessary competencies for future pedagogical activity. For the teacher, the task of teaching a student on the basis of subject and metasubject competencies, motivation to create his own educational product, preparation for extrapolation of knowledge and skills in the professional field becomes important. One of the productive educational technologies is the project method as a form of educational work in higher education.

If we proceed from the fact that the project method is a learning system in which students acquire knowledge in the process of planning and performing gradually more complicated practical tasks - projects, then the teacher expands his functional boundaries: he becomes a coordinator, the creator of an educational (road) map for the student, and the student himself is the developer of his own educational path in the assimilation of educational material.

MATERIALS AND METHODS

The significant experience of scientists in determining the methodological foundations of the theory and practice of the project method (D. Dewey, W. Kilpatrick, S. T. Shatskiy, L. E. Levin, E. A. Penkovskikh), modern approaches to project teaching (V.V. Guzeev, I.I.Ilyasov, M.B. Pavlova, E.S. Polat, V.D.Simonenko, G.K.Selevko, Yu.L. Khotuntsev, I.D. of this educational form in the preparation of a future teacher according to new professional standards.

From the point of view of the competence-based approach, the content of education is a system of competencies designed for effective use in future activities, in our case, pedagogical. The formation of competencies is manifested in a student when modeling situations, conditions of highly effective professional activity, corresponding to the level of a given standard. Competencies are interrelated: it is impossible to actively apply professional knowledge and skills without experience in solving theoretical and professional issues, it is impossible to apply competencies in practice without a developed system of goal-setting, selection of means and tools of activity and analysis of the entire system of solving first educational and then professional tasks.

The practice of university education at the present stage of the introduction of new standards requires a significant concentration of efforts of the teaching staff on the development of curricula, assignments for students' independent work. Does the teacher, in the current conditions, have the opportunity for the offensive use of educational practices that require significant time, intellectual, methodological costs? Is there a correlation between the labor intensity in preparing for the use of an educational project for a teacher and the meaningfulness of the parameters for the implementation of the project by students?

Each teacher builds the learning process in his subject based on the available opportunities and the potential resource of students according to the educational standard - the level that students must master in a specific discipline of education. From the standpoint of any teaching technology, a student is viewed as an active subject of pedagogical interaction, independently organizing his activities.

The student who takes responsibility for his studies, for the constant development and development of competencies will be able to work in a technological mode. Such boundaries

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should include the skills of independent construction of the expected result of the project, the search for information, the structuring of information and facts, the skill of oral and written discourse, the ability to see cause-and-effect relationships between the prerequisites of a pedagogical phenomenon and ways of influencing it.

The understanding of the project method by John Dewey, who emphasized the stimulation of students' interest in certain problems, involving the possession of a certain amount of knowledge, and through project activities, to solve these problems, to practically apply the knowledge gained, remains relevant. The theoretical basis of the method is "pragmatic pedagogy" with the basic provisions:

- Only that which gives a practical result is true and valuable in teaching;
- The student in ontogenesis repeats the path of mankind in the knowledge of the surrounding world (from the particular to the general, by the inductive method);
- The assimilation of knowledge is a spontaneous, uncontrollable process;
- The student can assimilate information only due to the arisen need for knowledge, being an active subject of his learning [1].

The modern understanding of the project method (ES Polat) is presented as a set of educational and identification techniques and actions that allow students to solve a particular problem as a result of independent actions and involve the presentation of these results in the form of a specific product of activity [5].

The goal of project-based learning is the acquisition of pedagogical skills / competencies, and not a simple accumulation, increase in knowledge. The starting point is to determine the area of possible professional interests and preferences of the student, which are taken into account when building an educational route, formulating a topic, choosing a project form - demonstration of a presentation, video clip, package of documents, i.e. a product based on information technology; illustrative comparison of the components of pedagogical activity on a particular issue, a report on practice, a business game, advertising of a profession, specialty.

The functions of the teacher and the student change: the teacher becomes a consultant-coordinator (there is a departure from the dominance of the informing and controlling function of the teacher); students are given great independence in choosing the ways of mastering the educational material. The educational process using the project method is built not in the strict logic of the academic discipline according to the curriculum (it is possible to be ahead in the available knowledge and to attract practical solutions to the issue), but in the logic of activity that has a personal meaning for students, which increases their motivation. Each student is given the opportunity to freely choose the topic, type, duration, form of the project. The choice presupposes the responsibility of the student for his own activity and its result.

The project activity should be practically significant, have its own product. Therefore, a zone of professional risk was allocated for teachers: to avoid turning the project into an abstract, to prevent overestimating the result of the project and underestimating the progress of work on it, the very process of developing the intellectual and personal characteristics of students.

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The following tasks were allocated for students:

- Give reasons for your choice of topic;
- Develop leading and current / intermediate goals and objectives of the training project;
- To formulate and define their stages;
- To identify possible ways and means of resolving issues;
- Pick up arguments, arguments and statistics for the topic of the project;
- To act independently;
- To work on the basis of the analysis of the initial and required facts;
- Adjust activities taking into account intermediate results;
- Present the result and protect it.

Currently, the typology of projects is quite wide, we relied in our work on the following grounds:

1. Types of projects for the dominant type of activity (by the nature of the subject area of the project): educational, practice-oriented, Internet projects, research projects, creative projects.
2. In terms of the content of the project: monoproject - a separate project within the framework of one academic discipline; complex project - a project based on the integration of knowledge of various disciplines.
3. By the degree of participation in the project: personal, pair, group.
4. By the duration / duration of the project: short-term 10-30 days, long-term - several months, years.

An important issue of the educational project as a form of education at the university is the installation of the department and the teacher on the importance of such activities for the student. Lack of formation or a disdainful attitude to work on the project will affect later on the product of educational activity, can lead to actions "at random", when the student does not record all the steps of learning, jumps, reflects selective, random knowledge, out of touch with each other, does not understand accurately and therefore applies educational material. According to I.I. Ilyasov, the activity of teaching is self-change, self-development of the subject, his transformation from not possessing certain knowledge, abilities, skills into one who has mastered them [2].

The study assignment in the form of a project allows the student to show their existing knowledge and create new experiences based on personal abilities. To successfully cope with a project, a student needs to be able to think ahead, be able to think and act even (and especially) in conditions of uncertainty. But completing a project quickly does not always mean versatile and knowledge-intensive. There are no restrictions for the student when completing the project at an individual pace (the schedule for the presentation of projects is determined in advance); on the contrary, an equal start creates equal opportunities for personal growth for all students [3].

To stimulate learning, it is helpful to first give students semi-finished ideas. Such ideas are able to develop a student in the framework of educational projects in pedagogical specialties. Approximate topics were used: "Techniques of self-regulation of a beginner teacher", "Moral and psychological" barriers "of communication", "Professional ethical code of a teacher", "Report on the environmental education of senior schoolchildren", "Reasons for the confrontation between a teacher and students", "Techniques for restructuring false

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beliefs pupils ", the project" Advertising of the specialty ", etc.

The ability to organize students' project activities is an indicator of the teacher's qualifications, readiness to activate the developed technologies. However, we did not find a direct relationship between the teacher's experience and the effectiveness of the project (educational, practice-oriented, creative, research projects) by the student.

CONCLUSION

The meaningful parameters for assessing the effectiveness of the project method were: the formulation of questions that need to be answered, the structuring of the content of the project, the independence of the project (individual or group), the integration of knowledge, the current and final results of students' activities.

When applying the project method, the students showed the following professionally important qualities: the ability to highlight important positions from the rank and file in the topic, to distribute attention at all stages of work, to maintain emotional and volitional perseverance, to show business communication skills, to develop long-term and working memory, the ability to conduct a business discussion of issues , express business communication skills, tolerate criticism, be accurate in working with documentation, which testified to the development of competencies and preparation for the future profession.

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