Projective learning in a system of continuing education of students

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ABSTRACT

The article describes the fact that modern educational process is increasingly showing the features of mutual research, it is implemented as an exchange of information aimed at obtaining new knowledge that participants did not have before in education. After that, attention was drawn to the fact that education should not be a method of mastering ready-made and generally recognized knowledge, but should become a method of information exchange that occurs in every human activity throughout his life.

Талабаларнинг узлуксиз таълим тизимида лойиҳавий таълим

АННОТАЦИЯ

Мақолада замонавий таълим жараёни тобора ўзаро тадқиқот хусусиятларини намоён қилиб бораётганлиги, таълимдаги иштирокчиларнинг аввал эга бўлмаган янги билимларни олишга қаратилган маълумот алмашинуви сифатида амалга оширилаётганлиги тасвирланган. Бундан кейин таълим тайёр ва умумэътироф этилган билимларни ўзлаштириш усули бўлиб қолмаслигига эътибор қаратилган бўлиб, у бутун ҳаёти давомида инсоннинг ҳар бир фаолиятида содир бўладиган ахборот алмашиш усулига айланиши таъкидланган.

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Проектное обучение в системе непрерывного образования студентов

Ключевые слова:
проектное мышление,
образование, проектное
образование, студент,
образовательная система,
непрерывное образование.

АННОТАЦИЯ

В статье описывается тот факт, что современный образовательный процесс все больше проявляет черты взаимного исследования, он реализуется как обмен информацией, направленный на получение новых знаний, которых ранее не было у обучающихся. После этого было обращено внимание на то, что образование не должно быть методом овладения готовыми и общепризнанными знаниями, а должно стать методом информационного обмена, происходящего в каждой деятельности человека на протяжении всей его жизни.

INTRODUCTION

A decisive role in the process of professional training and development is played by personal motivation of employees, who should be interested in the need for learning process. In this regard, the leaders of educational institutions organizing the process of vocational training need to remember basic principles of student learning:

- meaningfulness, practical significance of studied material;
- connection of material being studied with life, with the practice and existing knowledge of the trainees;
- priority of independent learning and joint activities of teachers and students;
- reliance on cognitive needs of students, their life experience;
- orientation to multi-level development of educational material;
- maximum intellectual and emotional involvement of students in educational process;
- informal atmosphere of training sessions;
- meaningfulness, critical attitude to material being studied.

LITERATURE REVIEW

The introduction of a competency-based approach into education system required the understanding of traditional and development of new educational technologies. Since the emphasis is mastering a certain set of competencies by students, the fact of using activity paradigm of education should be recognized as obvious. Within the framework of this paradigm, in order to achieve planned results, it is necessary to use technologies in educational process that ensure the approximation of material being studied to practice of learning skills [1]. One of such educational technologies is projective learning. Its main focus is to develop students' projective scientific thinking, which leads to mastering the ways of acquiring existing knowledge and generating new ones, to the development of students' creative abilities.

At present, the educational process requires constant improvement, as priorities and social values are changing: scientific and technological progress is increasingly recognized as means of achieving a level of production that best meets the ever-increasing needs of a person, the development of spiritual wealth of the individual. The principles of student education described a real embodiment in projective learning.

There is an opinion that projective learning is based on well-known "project method", so it is necessary to identify their differences.

An analysis of approaches of domestic scientists to the essence of project method in theory and practice of teaching allowed us to understand the project method as educational design, an effective, efficient, practical method for formation of students' communicative competence, effectively tested in pedagogical reality.

But there is a fundamental difference between project-based learning and projective learning. Projective learning involves not solving ready-made learning problems, but generation, formulation and development of ideas, plans and projects in broad social context. Projective learning, like project learning, involves drawing up projects, but these projects are not purely educational in nature, but are taken from the needs of social life, perhaps from personal life and experience of designer, are chosen or formulated by teacher himself and are not carried out in course of educational activities, but through learning activities.

In other words, learning activity is only a stage in the development of project created and implemented by students. Education as a whole play a service role in relation to project, it is called projective not because it uses the project as a teaching method, but because it is itself means of creating or implementing a project that has life or professional, and not just educational meaning. for the designer.

Thus, functions of project in projective learning is different from those in project-based learning: in project method, project is a means of learning, i.e., assimilation of certain educational material; in projective education, the project is a goal of learning. Therefore, ratio of projective and project-based learning can be considered as general and particular.

In the conditions of changing paradigms from knowledge-based to personality-oriented, the role of teacher is changing [2]. In project method, the teacher continues to be the initiator of preparation of educational projects; in pedagogical design, students become the authors of their own scientific ideas and designs.

According to L. I. Gurye, in projective education, it is fundamentally important to emphasize personal nature of design, in contrast to standard educational projects used in so-called project-based learning, understood as a "project method", which has recently been developed on the basis of information technology [3]. Education is a process of forming specially organized environment, the most adequate task of preparing for professional activity. On the contrary, projective education involves the formation of educational environment in accordance with the needs of student, the tasks that he sets for himself according to logic of his interests, in accordance with personal educational needs. That is, learning is formation of personality according to given pattern, education is projection of personality onto the environment, formation of environment in the image and likeness of personality [4]. Consequently, a project in project-based learning differs from project in projective education not only in scale (learning activities and life activities), but also in its place in the structure of educational activities. In project method, a project is a mean of learning, means of assimilating certain educational material, method of planning expedient activities in connection with resolution of some educational task in a real-life situation. This is a way to achieve a didactic goal through detailed development of the problem, which should end with very real, tangible practical result. In projective education, however, not learning tasks, but life problems are resolved by means or in the field of education.

METHODOLOGY & EMPIRICAL ANALYSIS

Pedagogical design is considered in domestic pedagogy in two aspects:

- as a stage of any individual pedagogical activity in solving specific educational task or as a special type of pedagogical activity, which is " indispensable condition for implementation of regulatory function of pedagogy";

- second aspect involves design of pedagogical systems of different types and levels, the pedagogical process and pedagogical situations as a result of functioning of these systems.

Interest in the problems of socio-cultural and pedagogical design is currently extremely high, and demand for research and development of this kind is quite high. A wide variety of socio-cultural and pedagogical projects are actualized by tasks of updating socio-cultural sphere and reforming education, the problems of regionalization of latter, demands of innovative development and self-modernization of educational institutions. The problem of introducing projective learning is relevant, and there are several arguments in its favor:

- design is a kind of problem-developing learning;
- design defines a new, modern image of any educational institution;
- design changes the type of thinking of project participants, bringing it closer to the needs of the 21st century;
- design implements the ideas of personality-oriented pedagogy;
- design changes the competitiveness of teacher himself in labor market, allows master projective, that is, anticipatory, predictive thinking.

RESULTS

It should be noted that the problem of design in foreign pedagogy is an innovative direction of scientific thought in modern conditions. Such foreign scientists as R. Berwick, D. Wilkins, T. Woodworth, K. Graves, K. Johnson, F. Dubin, K. Candlin, J. Munby, D. Noonan, E. Olstein, J. Yalden, T. Hutchinson et al.; the analysis of their approaches led to the conclusion that the main task of the teacher in modern conditions is not to plan artificial success of the student, not to write step-by-step outline plans, but to design conditions that maximize the development of student's communicative competence. This is the main difference between design and planning. Let us define some characteristics of projective education:

1) motivation exists initially as a necessary condition for learning, which continues as long as motivation exists, i.e., the student comes for knowledge because he hopes to solve his own problems with their help, but as soon as he sees that knowledge received is for this are not suitable, training is interrupted;

2) the student becomes a subject that makes demands on educational process, and between the teacher and the student, in addition to didactic (teaching, pedagogical), non-didactic relations can also be established, for example, mutual exchange of information;

3) attitude to knowledge as information, which means possibility of their random, unsystematic, contradictory nature, and their systematization, putting in order, establishing the truth and consistency is business and concern of student himself, who does not assimilate ready-made ideas and concepts, but himself from multitude of impressions, knowledge and concepts builds its own idea of the world;

4) the attitude to source of information (teacher or lecturer) is based at best on its authority, recognition of superiority in knowledge, moral experience, etc.;

5) cooperation with other people as interaction is really necessary, and to the extent that communication with the teacher fades into background, and other ways of obtaining information are in the first place, i.e. educational process is increasingly acquiring the features of mutual learning, when communication people takes place as an exchange of information aimed at obtaining new knowledge that other participants do not have, but which arises in the process of exchange as generation of a new one in response to information received;

6) education ceases to be a way to assimilate what is ready and generally recognized, turning into a process of information exchange with others, which takes place in every act of person's life throughout his life [5].

We believe that projective education is an innovative type of education that involves obtaining new knowledge, solving a problem that has arisen in the process of education, which changes its social function, which ceases only to transmit knowledge and begins to create it.

The value of projective education is not preparation of individual for life, but its development in the process of mastering new ways of solving problems and generating new knowledge [6].

In the process of designing a course in student education system, theoretical information available to the developer and empirical data obtained during the needs analysis are interpreted in order to:

1) creating a program;

2) selecting, adapting or writing materials in accordance with it;

3) development of methods for their use in training;

4) establishing assessment procedures (forms and methods of control), which will measure the progress of students towards intended goal.

In this case, it is necessary to take into account:

• possible conflicts between the needs and desires of students;

• limited opportunities for allotted time and classroom conditions;

• theoretical views and teaching experience of the curriculum developer.

CONCLUSIONS

Thus, at present stage of development of a system of continuous education of students, projective learning acquires special significance and relevance as means of activating and motivating the professional development of specialists.

These features allow speaking about the following criteria for effectiveness of this process.

1. Creation in learning process of conditions for value self-determination and harmonization of values of the subjects of educational process.

2. Identification and awareness in the process of learning values "development", "subjective" activity as a factor in positive self-realization of the individual.

3. Mastering in learning process the ability to create projects (programs) of their professional, educational activities, life in general.

4. Mastering in learning process a reflective culture that allows adequately assessing the existing professional and life experience.

5. The ability to correct constantly positively their needs in relation to the needs of social environment, other individuals.

6. Formation in learning process of level of communicative culture sufficient to ensure the possibility of positive intersubjective interaction.

7. Correspondence of the structure of cognitive activity with the structure of activity of human students.

8. The connection of learning process with the solution of problems of professional activity that are significant for human students.

9. Formation in learning process of situations of success as a mechanism for restoring motivation for education and formation of needs for self-education.

10. Creation in learning process of conditions for holistic mastery of both "normative component" of one's activity in accordance with the content of the main social roles that students perform, and tools that allow creating "development projects" in the course of educational process.

11. Mastering in the process of learning the skills of presenting one's professional, personal image and results of one's professional activity.

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