

Development of Creative Abilities of Students Using the Project Method in Technical Universities

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Abstract: A specific feature of project activity is its activating influence on the development of the creative orientation of the individual and ensuring the creative nature of mastering reality. The article discusses project activities that provide the student with a wide field of new activities, contributing to the formation of a creative, self-confident, proactive personality, capable of working individually and in a team, capable of learning throughout life.

Keywords: project work, educational process, creative work, creative work, communication skills and abilities, creativity.

Introduction:

In a highly developed technological society, quality vocational training takes on a particularly important role. There is a need for every educated person to master the general foundations of people's transformative activities, the basis of which is the synthesis of knowledge from various scientific fields. World experience shows that due to the rapid change in technology, a person is forced to repeatedly change his profession during his working life. The following professional requirements are imposed on the employee: the ability to design, make decisions, and perform creative work. In this regard, the search for new approaches to training and education that integrate theoretical and empirical research into the comprehensive development of a student's personality in the educational process becomes of greatest importance.

Main part:

One of the system-forming approaches that enhance the developmental effect of educational programs and positively influence the development of the personality of a modern student, forming his project culture, is project activity, which can be considered as an independent structural unit of the educational process, which is an integral element in the practice of teaching, embodying ideas for practical education of students put forward by Ya. A. Komensky, G. Pestalozzi, K. D. Ushinsky [16, 17,18]. The synthesis of theory and practice, education and work, the union of technology and pedagogy - these are individual aspects of one complex problem - preparing students for life.

Integrated content, a leveled teaching method, and the use of a project system - all this allows students to be included in the process "from idea to implementation" and contributes to a more complete mastery of the technological picture of the world [22, p.291]. A specific method of teaching students is the method of creative projects. The project method is a complex process that develops in students general educational skills, the basics of technological literacy, work culture and is based on their mastery of methods for converting materials, energy, information, and processing technologies [5,6,7]. The project method and cooperative learning are becoming increasingly widespread in education systems around the world. There are several reasons for this and their roots are not only in the sphere of pedagogy itself, but mainly in the social sphere:

- the need not so much to transfer to students the amount of certain knowledge, but to teach them to acquire this knowledge independently, to be able to use the acquired knowledge to solve new cognitive and practical problems;
- the relevance of acquiring communication skills and abilities, i.e. the ability to work in diverse groups, playing different social roles (leader, performer, mediator, etc.);
- the relevance of broad human contacts, acquaintance with different cultures, different points of view on one problem;
- the importance for human development of the ability to use research methods: collect the necessary information, facts;
- be able to analyze them from different points of view, put forward hypotheses, draw conclusions and conclusions. If a student acquires the above skills and abilities, he turns out to be more adapted to life, able to adapt to changing conditions, navigate in a variety of situations, and work together in different teams, which is one of the objectives of learning. During the learning process, projects act as final assignments, as a result of which the teacher is given the opportunity to make a general assessment of the knowledge, skills and abilities of students acquired throughout the semester. By projects we mean the student's independent final creative research work [26, p.312].

Based on the project method, cognitive and transformative activities of students are connected, and the level of knowledge acquisition is increased. The method is focused on independent activity of students. The logic of constructing projects is based on the inclusion of students in all stages of activity. Project activity is based on a more flexible organization of the student learning process, allows taking into account the individual interests and abilities of students, and solving a variety of design, technological and technical problems.

The methodology for educational design includes several aspects: methodological training of the teacher, a methodology for selecting objects of student creativity, a methodology for planning the educational design process, and a methodology for organizing educational design [19, p. 37]. The objective of this work is to disclose these aspects. The accumulated learning experience allows us to state:

- with correctly set tasks, the quality of education increases, the potential of students with different levels of training develops, connections between theoretical knowledge and practical skills are established and developed;
- personal qualities develop: initiative, communication skills, ability to plan, vision of perspective, search and processing of information;
- mental cognitive processes are improved: logical thinking, creative thinking develops through research, through the implementation of projects;
- acquaintance with production, economics, and entrepreneurship occurs through practical work experience;
- labor skills, hard work as a personality trait, and attitude to work as a value are formed. Thus, the modern educational system, which requires advanced scientifically based technologies, can be enriched by the inclusion of students in project activities, which determines the relevance of its research. Graduates of technical universities should widely apply active learning methods in practice, in particular the project method. To do this, in the preparation process it is necessary to form in students a correct understanding of the specifics of the project-based teaching method [9, 11, 13]. The student must learn not only to design, but also to manage the development of students' projects (preparing a bachelor's degree in "Technology", "Oil and gas industry", "Information communication technologies", "Electro-engineering" and etc.). Having come to work in educational institutions (schools, institutions of additional education, palaces of creativity, etc.), they will be able to fully manage the implementation of projects by students, help them in their work and guide their actions.

These goals can be achieved by including the project method in the study of specific disciplines (management, fundamentals of entrepreneurship, etc.) included in the curriculum, which not only gives an idea of the sequence of creating projects and the rules for their implementation, but also helps to strengthen and expand knowledge of the subject being studied, allows students to gain a deeper understanding of the subject being studied.

Here is a typology of some projects:

➤ Creative projects.

Creative projects require appropriate presentation of the results. They, as a rule, do not have a detailed structure for the joint activities of the participants. It is just emerging and is further developing, subject to the logic of joint activity accepted by the group and the interests of the project participants. In this case, you should agree on the planned results and the form of their presentation (joint newspaper, essay, video, dramatization, role-playing game, etc.) These could be problems related to the content of a work, article, film, or life situation. This could be fantasy.

Presentation of the results of the project requires a clear, well-thought-out structure in the form of a video script, dramatization, holiday program, essay plan, article, report, design and headings of a newspaper, almanac, album, etc.

➤ Role-playing projects.

In such projects, the structure is also just outlined and remains open until the end of the project. Participants take on certain roles determined by the nature and content of the project and the specifics of the problem being solved. These can be literary characters or fictional heroes, imitating social or business relationships, complicated by situations invented by the participants. The results of such projects may be outlined at the beginning of the project, or may appear only towards its end.

The degree of creativity here is very high, but the dominant type of activity is still role-playing.

➤ Information projects.

This type of project is initially aimed at collecting information about any object or phenomenon; familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience. Such projects, just like research ones, require a well-thought-out structure and the possibility of systematic adjustments as work on the project progresses. The structure of such a project can be indicated as follows: the purpose of the project, the subject of information search, sources of information (media, databases, including electronic ones, interviews, questionnaires, brainstorming, etc.; methods of information processing (analysis, generalization, comparison with known facts, reasoned conclusions); the result of an information search (article, abstract, abstract, report, video, etc.; presentation (publication, including on the Internet, discussion in a teleconference)

Such projects often integrate research projects and become their organic part, a module.

➤ Practice-oriented projects.

These projects are distinguished by the result of the activities of the project students, which is clearly defined from the very beginning, which is necessarily focused on the social interests of the participants themselves (a document created on the basis of the results of research on ecology, chemistry, geography, agro-chemistry, historical, literary and other nature; action program; recommendations and aimed at eliminating identified inconsistencies in nature, society; a draft law; reference material; a dictionary of any special vocabulary, and so on.

Such a project requires a well-thought-out structure, even a scenario for all the activities of its participants, defining the functions of each of them, clear results of joint activities and the participation of everyone in the design of the final product. Here, good organization of coordination work is especially important in terms of step-by-step discussions, adjustments to joint individual efforts, in organizing the presentation of the results obtained and possible ways

to implement them in practice, as well as organizing a systematic external evaluation of the project.

Projects can also be personal, group and pair; short-term and long-term.

Conclusion:

Thus, it should be noted that no matter what type the project belongs to, any of them requires a creative approach, and in this sense, any project can and should be called creative.

Of course, in real practice, most often we have to deal with mixed types of projects, in which there are signs of research and creative projects. Each type of project has one or another type of coordination, deadlines, stages, and number of participants. Therefore, when developing a project, teachers should keep in mind the signs and characteristic features of each of them.

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