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## **PROJECT ACTIVITY AS A PART OF FUTURE ECONOMISTS' PROFESSIONAL TRAINING**

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**Abstract.** *The article defines the peculiarities of the term "project activity" of future economists, as the part of professional training based on the scientific literature. The publication distinguished the main project activity functions, such as: social, analytical, motivate, creative and controlling. The author gives the main goals of each function. Thus, it was defined that the key of successful issue for effective students' project activity is motivation. Motivation aspect helps to ensure job satisfaction, evokes the interest and increases self-esteem of the individual. The level of education in Ukrainian universities, according to the future economists' project activity, is analyzed in presented work. Project activity is considered as a part of professional education, according to state documents. The analyze shows that the students are involved in project activity not owning to their desire but due to force and future economists do not consider the projects work as a part of future career.*

*The foreign universities analyze shows that educational establishments create favorable conditions for theoretical and practical verification of scientific premises and are oriented to the formation of project and analytical activity abilities and skills as part of professional training. Such way of educational process encourages students to creative and innovative work, cost-effective ideas, which in their turn are beneficial both for higher establishments and for students.*

*Based on scientists works analyses the author lights out the dual nature of the term "project activity" and characterizes it as a complex notion which includes such features as value orientation and stipulation that prove the high level of management and dedication.*

**Keywords:** *project activity, professional education, students' motivation, readiness to risk.*

The necessity of improving the Ukrainian economic sphere determines the society demand of the experts able to provide efficient development and management in this field.

The Ukrainian higher education has to be oriented to providing the effective training of economists the focused on fruitful cooperation under the conditions of constant changes world. Domestic higher education establishments have to contribute gradulators' obtaining such training that will allow them to continue education in any country of the European Union and stipulate the increasing of their competitiveness level on the European labor market.

Future economists require not only a high knowledge level, but also the developed skills to ensure their success not only in further professional

activity, which includes team working, quick decision-making, developing and projects implementing.

The above is proved by the state documents, such as, the concept of Ukraine "About the development of science and the transformation the society". It states that the main goal of scientific technical innovation policy of higher education is to provide the specialists' training according to the world standards to use efficiently the educational, scientific and innovative potential for the development of economics as well as for solving the social tasks. The Ukrainian law "About Higher Professional Education", "Conceptual Framework of the Pedagogical education development in Ukraine and its integration into European educational space" states the necessity to adapt the social and humanitarian content of students' training to the requirements of information technology society as well as to changes occurring in social economic sphere. The State National Program "Education" ("Ukraine XXI Century"), the National Doctrine of Education of Ukraine in the twenty-first century, the order "About the structure of the educational and professional programs and curricula for bachelors" and the Law "About Higher Education" and "About the Professional and Technical Education" point the importance of students' development both in professional and project areas; moreover, project activity is considered as a part of professional education.

The question of professional education development is the subject of numerous researches, covering a variety of aspects, including: modern philosophy of higher education (B. Andruschenko, I. Zyazyun, V. Kremen'), the aspects of university study (J. Bech, O. Gluzman), the issues of professional education, teaching methods in higher education in Ukraine and abroad (A. Aleksyuk, N. Babkova-Pylypenko, N. Nychkalo, O. Romanovs'kyi).

The project activity as a form of higher establishment structure oriented to economic development of the universities is considered by A. Hrudzynskyi, N. Kocheturova, V. Litovchenko.

However, despite the scientists' attention to the problem of professional education of economists, the project activity as a component of future economists' professional training has not become the subject of a separate research.

Thus, *the purpose* of the article is to determine the peculiarities of the project activity as a part of future economists' professional training. To achieve the pointed purpose the following tasks should be solved out, such as:

- to define the term "project activity" based on the analysis of scientific researches;

- to light out the functions of project activity as a part of future economists' professional training and their content.

At first, educational approach based on projects method was described in the philosophic works of D. D'yuyi and V. Kimpatrik where the main aspect is considered the creating training on the active learning ground. The training is focused on practical skills gaining via theoretical basis with their further usage in the professional activity.

Another interpretation of the term "project method" is determined by O. Kobernik, L. Kondrashov, N. Pakhomov, E. Polat, S. Sysoeva. They consider it as the means to achieve didactic goals via detailed problem working out which leads to practical results.

I. Karnaukhova, F. Savin, A. Yastrebova describing the concept of "project method" research the personal qualities stressing the importance of the intellectual aspect, as the means of self-reliance and students' creative activity.

P. Blonsky, D. D'yuyi, L. Levin [3] consider the notion of "project method" and "project activity" as identical, emphasizing their common features, such as focusing on students' independent activity to achieve a pointed result. Project is a purposeful activity that allows to find the solutions and to implement changes in the educational activity. The most precise definition of the term "project activity" is given by E. Polat [5]. He considers the organized search and research, creative and cognitive students' activities, individual or group work as the key points of "project activity". He speaks about the process of achieving results with the help of certain methods leading to the cognitive skills' development, and to the formation of self-learning ability with the purpose to orient in the informational environment, making analysis and premises.

G. Selevco [6], improving the concept of "project activity" identifies a number of steps to perform this type of work such as: the concept goals and objectives of the project definition, the available information materials and resources, the plan creation, the project activities organization, presentation and the activity results reflection. The author considers "project activity" as an important aspect of teaching practice, affecting significantly the complex formation of a person. Analyzing this phenomenon, the scientist notes the usage of such activity form not only as a component of the educational system in modern teaching practice, but also as an element to contribute the development of students' skills and

abilities (the project thinking formation; the success motivation in the professional knowledge area; the ability to work independently both in- and out- classroom; the analytical critical and creative abilities working out; the responsibility in decisions making).

S. Osipova [4] complements the concept of "project activity" adding such characteristic as readiness to risk. The work under the project goal achieving can be long-term and there is a danger of a sharp termination, under the terms of external changes in economic or scientific spheres not allowing completing the project and its implementation according to the plan.

N. Kocheturova [2], considering the "project activity" in the context of higher education, stresses that this type of work involves a set of processes, consisting of coordinated, managed tasks with clear deadlines. The project goal achievement includes the results achievement with predetermined requirements, considering the limitations of time and of financial resources. The author thinks that the project activity is divided into the following stages as: idea development, which begins with an situation or problem analysis; the ideas' formulation that contributes the problem solution; the project objectives definition, approaches to solving this problem; the methods of problems solving assessment; the project concept preparation and its implementation process; the objectives specification, terms definition, project management options, tactics development and evaluation, the correction possibility; the project implementation, the professional activities management with constant analysis, diagnosis, correction and revision and the results generalization.

Based on the conducted analysis the main functions of the project activity, as a part of future economics' professionals training are pointed such as: social, analytical, motivate, creative, and controlling. Therefore the social function is oriented on group activities management. Its main goal is the real working out result. The analytical function is focused on the development and intensification of search and diagnostically. The purpose of the motivate function is to encourage the students in terms of stipulating aspect to achieve work with high qualitatively results. The orientation of the creative function is to foresee the alternative ways of the situation development; controlling function is characterized by the diagnostic and correctional activities aimed the creating economically profitable project.

One of the key factors of successful and efficient project activity is an aspect of motivation, defined as a set of internal and external driving forces

pushing a person to conduct actions to set the limits and forms of work and to give the way, oriented to the goals achievement. Thus, external motivation is based on the encouragements, punishments and other forms of stimulation directing or inhibiting the person's behavior. In the case of external motivation factors regulating the behavior are independent on the internal "I" personality. The internal motivation helps to ensure job satisfaction, evokes the interest, and increases self-esteem of the individual.

Considering the current state of future economists' professional training in Ukraine and the project activity role in the process of professional education factor of motivation should be lit out. As the practice shows the majority of university students are involved in project activity not owning to their desire but due to force. Students do not consider the work on projects as part of future careers. It is caused by the insufficient teachers' work in this area. The lectures consider project activities as the identical one to writing an article or term paper. Changing and simplifying the project activities meaningful within higher school the idea of project activity as part of professional training is neglected.

Based on the current situation the number of changes should be implemented to the professional training of economists at Ukrainian universities at first. The complex tasks and types work oriented to the development of organizational, search, and cognitive skills, which in their turn serve the social, analytical, motivational, creative and corrective functions of the project activity should be implemented into the process of future economists' professional trainings. At second, analyzing the experience of foreign universities (the University of Warwick, the University of Twente, Chalmers University of Technology) have been found out that foreign experience shows that formed skills, development and implementation of the project are economically beneficial for both universities and students. Creating favorable conditions for theoretical and practical verification of scientific premises, a university provides intellectual capital, which can transform into financially viable act. This approach requires not only financial and material support but also rethinking the approach to training and skills project students' development.

Thus, the project activity has a dual nature. Future economists' professional training at foreign universities is oriented to the formation of project and analytical activity abilities and skills as part of professional training and at the same time, universities prepare intellectual teams which

are financially profitable. Students' projects comprehensive support encourages young scientists to creative work and to the creation of innovative, cost-effective ideas, which in their turn are beneficial both for higher establishments and for students.

Thus, based on scientists' works analysis term "project activity" is defined as complex notion which includes such aspects as value-orientation and stipulation and is characterized with high level of management and dedication. This type of activity is based on trends analysis, positive changes. It allows to determine the main goal of work, as well as to identify potential subjects with their further formation under the real conditions. Describing the project activity function as a part of future economists' professional training such as social, analytical, motivate, creative and controlling functions have been determined. The main purposes of them are the organizational, search and cognitive students' skills development.

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## **THE PECULIARITIES OF WOULD-BE TEACHERS' PROFESSIONAL IDENTITY FORMATION**

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**Abstract.** *There have been first determined and theoretically grounded the peculiarities of would-be teachers professional identity formation. The new paradigm of education certainly places new demands on teachers, who must not only be a highly qualified professional, the master of his craft, but also a creative person, configured for continuous improvement, but also be able to “charge” the students with it. All these qualities are formed while studying at high schools and are inextricably linked with the problem of future teachers' professional identity formation.*

*There has been specified the concept of identification: analysis of the problem of identification allows to distinguish three aspects of research: how personal development by structuring its identity in the process of socialization; as the process of identifying the individual as a person with the personality of another person or other persons, elected as a benchmark, standard for imitation; as a tool for activation of motivational and emotional-volitional spheres, which determine the identification process through empathy and "self-concept" personality.*

*The processes of formation of positive 'self-concept' of the future teachers and professional identity formation are associated with the processes of professional self-formation and professional sustainability.*

**Keywords:** *professional identity, would-be teachers, formation.*

*The formulation of the problem is related to the integration of Ukraine into the global and European educational space that requires the transformation of social processes, social relations in all spheres of life, and particularly in education. This integration does not imply the “blind” copying of foreign experience, although it does not avoid it. K. D. Ushynsky emphasized that the creation of people's (national) schools and the disclosure of relevant educational ideas must be combined with an enrichment of their achievements and the achievements of the world pedagogy.*

*The new paradigm of education certainly places new demands on teachers, who must not only be a highly qualified professional, the master*