

INNOVATIVE AND PROJECT ACTIVITIES OF FUTURE EDUCATION

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characterized by the presence of developed methods of educational activity. In the formed form, this competence allows you to avoid overload, activates the student's cognitive activity, initiative, contributes to the rational use of time and educational resources, allows you not to get lost in a new cognitive and life situation (IQBAL, 2020).

Innovative project technologies, the introduction of which are so actively called upon by modern teachers, aimed at stimulating students' interest in new knowledge, at their development through solving problems and using this knowledge in specific practical activities. The application of the project method is especially relevant today, when modern education is being reoriented towards specialized training. The project method was known back in the 1920s. Based on the concept of pragmatism of the American teacher J. Dewey, who proposed to build the educational process on an active basis, relying on the purposeful activities of students, taking into account their personal interest in this knowledge (TIKHONOV-BUGROV, ABROSIMOV, 2015).

The Americans were able to constructively approach the essence of the methodology of innovation and project activity and realize the enormous advantages of new approaches. That is why, since the emergence of innovative technology projects in the arena of pedagogical thought and until now, it has been actively used in the practice of the American school.

INTRODUCTION

The current state of social development, dynamic changes in all spheres of human activity determine the need for society in the formation of a personality with a high level of intellectual development, creative capabilities. One of the ways to solve this important task is to modernize the educational system through the introduction of innovative design technologies into the educational process of higher educational institutions (KUMAR MISRA, 2019).

Pedagogical innovation deals with classification and analysis of pedagogical innovations. However, the issue of effective application of innovative teaching technologies in the educational process and their impact on the formation of professional competence of the future education manager remains insufficiently studied.

Thus, each teacher today faces a task - the formation of students' ability to self-awareness, self-esteem, self-determination and self-realization. The introduction of a competency-based approach in education implies the development of key competencies. Their list includes seven supra-subject competencies, the first place of which is the ability to learn. The ability to learn is understood as a holistic individual psychological education, integrates the individual experience of a student's successful educational work and is

Dewey's follower William Kilpatrick developed a "project learning system" or method of projects. Students were directly involved in practical activities, through which they acquire the theoretical knowledge necessary to solve a specific problem. When teaching a foreign language, the project method began to be especially actively used in the late 1980s. Since that time, leading publishing houses in the USA and Europe have been publishing methodological guides on the use of projects in teaching future education managers.

In today's postmodern society, the practice of using elements of project technology in training future education managers began to be used since the late 1990s, and now the project method is gaining popularity among teachers. The use of the "projects" method makes it possible to implement personality-activity and personality-oriented approaches to the education of future education managers (TROFIMOVA, TROFIMOV, 2016). These approaches are based on the application of different disciplines at different stages of training, integration in the process of working on a project. This provides positive motivation and differentiation in training, activates the independent creative activity of future education managers in the implementation of the project.

METHODS AND THEORETICAL BASIS

Pedagogical activity within the framework of innovation and project activities includes a number of conditional stages: search (defining the project topic, searching and analyzing the problem, setting the project goal); analytical (collecting and studying information, analyzing available information, finding the best way to achieve the goal of the project, building an algorithm for activities, drawing up a project implementation plan: step-by-step work planning, resource analysis); practical (performing planned technological operations, current quality control, making changes to work); presentation (preparation of presentation materials, presentation of the project, study of the possibilities of using the results of the project) and control (analysis of the results of the project, assessment of the quality of the project), which in general corresponds to the classification of stages: the first stage is updating knowledge, showing interest in the topic, defining the goal the study of specific material, the second stage is the comprehension of new information, critical reading and writing, the third stage is reflection or reflection, the formation of one's own opinion regarding the educational material, the fourth stage is the generalization and assessment of one's own activities (JURGENA, CEDERE, 2016).

In general, by the method of projects, in our opinion, it is necessary to understand the technology of organizing educational situations in which the student poses and solves his own problems. It includes a complex of student actions and methods (techniques) of organizing these actions by the teacher, that is, pedagogical technology. The project method is based on an idea that reflects the essence of the concept of "project", its practical focus on the result obtained when solving a particular practically or theoretically significant problem.

The project method provides numerous benefits for both future education managers and educators. A growing body of academic research shows that using the project method inspires future education managers, reduces absenteeism, boosts collaborative learning, and improves academic performance. For students, the benefits of the project method include: increased attendance, increased independence and improved attitudes towards learning; the ability to develop complex skills such as: high-level thinking skills, problem-solving skills, teamwork and communication; plan your work, first calculating the possible results; use many sources of information, independently collect and accumulate material; analyze, compare facts, argue your opinion, make decisions (WONG, 2018).

Project activity involves teamwork. The large informational and technological volume of many projects "forces" future education managers to unite into groups. The project method allows the most fully to activate speech activity on the basis of an independent search for information, building up arguments, own position, allows you to almost completely reorient attention from the form of a statement to its content. The project method requires mastering a certain set of educational and cognitive techniques and actions that allow you to solve a particular problem as a result of independent cognitive actions and provide for the presentation of these results in the form of a specific product of activity. If we talk about the

project method as a pedagogical technology, then this technology presupposes a combination of research, search, problematic methods that are creative in their very essence. The project differs from other problematic methods in that as a result of a certain search, research, creative activity, students not only come to a solution to the problem, but also create a specific real product that demonstrates the ability and ability to apply the results obtained in practice when creating this product (MTAWA, MASANCHE NKHOMA, 2020).

In the process of working on a project, future education managers on their own, without the help of a teacher or with minimal assistance, isolate a problem from a situation, structure it into sub-problems, put forward hypotheses for their solution, explore sub-problems and connections between them, and then return to the main problem, suggest ways of its solutions. It is necessary that the participants in the design be able to argue their point of view, put forward counter-arguments of opponents, maintain a discussion, and come to a compromise. These skills illustrate the specifics of communicative competence. If we add to this knowledge of the speech etiquette of native speakers, the socio-cultural aspect of the problem under discussion, it becomes obvious the productive nature of this method, which corresponds to the peculiarities of the modern understanding of the methods of teaching foreign language communication.

The project method allows students to form the skills of independent research in a given industry will help them in the future to implement more complex projects in their professional activities. So, the project method stimulates active independent creative activity in the search for original, creative solutions for solving the production task and situations proposed by the teacher (MATTHEWS, MCLINDEN, GREENWAY, 2021).

The method of innovative and project activity was the result of the inclusion of design in the educational process as a type of activity. It should be noted that the technology of innovative project training (project method, project training) follows from the idea of problem-based learning and is based on the development and creation of new products by future education managers under the supervision of a teacher, characterized by subjective or objective novelty and practical value.

In innovative-project training, a rational combination of theoretical knowledge and practical actions is manifested in solving a specific problem, a set of problematic, research, practical methods of work, inherently always creative, are used.

Today's postmodern pedagogy highlights the following most promising ideas contained in the project method: strengthening the connection between school and life; development of individual abilities and inclinations of students; the development of skills to plan their educational work and independently carry it out; control and self-control system. The clarity of the design organization is determined by the specificity of the goal setting, the planned results, and the clarification of the initial data (CRESPIN-MAZET, ROMESTANT, EMLYON, 2018).

It is very effective to use small guidelines or instructions, which indicate the necessary and auxiliary literature for self-education, the teacher's requirements for the quality of the project, the forms and methods of quantifying the results, design algorithms. It is necessary to organize work in such a way that future education managers learn to identify the main and current (intermediate) goals and objectives; look for ways to solve them, choosing the optimal ones; make and justify the choice; anticipate the consequences of choice; act independently (without prompting) to compare the result obtained with what is required; objectively evaluate the process (the activity itself) and the design result (STOLBOVA, ALEKSANDROVA, KRAINOVA, 2017).

RESULTS AND DISCUSSIONS

Within the framework of innovative design technology, the most effective techniques are: critical discussion of scientific and journalistic articles; reviewing their own and other people's creative works; creation of projects of an analytical nature with the identification and comparison of different views on the problem; solving logical problems based on the application of criticism and self-criticism; discussion of mistakes made by future education managers when solving problems in discussions during the presentation of the project; the

formation of skills to reasonably refute the put forward false hypotheses when working on a project; organizing and conducting discussions, as a form of project presentation, on any pressing problems of our time, followed by a critical analysis of their passage (ELIZONDO, KISSELBURGH, HIRLEMAN, CIPRA, RAMANI, YANG, CARLETON, 2010).

This technology represents one of the possible ways to implement the problem teaching method. When the teacher sets the task, he thereby determines the planned learning outcomes and outputs. All the rest should be done by future education managers: outline intermediate tasks, look for ways to solve them, act, compare what was received with what was required, and adjust activities. In our opinion, innovative project activity encourages and strengthens the sincere desire for learning on the part of students, since it (HARAUSOVÁ, CHOVANCOVÁ, 2015):

- is personally oriented;
- use a variety of didactic approaches: case study, independent study, collaborative learning, brainstorming, role play, heuristic and problem learning, discussions, team learning;
- has high motivation, which means an increase in interest and involvement in the work as it is done;
- supports pedagogical tasks in the cognitive, affective and psychomotor spheres at all levels: knowledge, understanding, application, analysis, synthesis; - allows you to learn from your own experience and the experience of others in a particular case, and not build educational activities.

The most difficult moment when introducing innovation and project activities into the educational process is activities, especially the preparatory stage. At the beginning of the academic year, analyzing the possibilities of educational material on the use of design technology, it is necessary to create a bank of topics with varying degrees of complexity.

In the subject of project tasks, take into account the individual characteristics of the cognitive activity of students. Students need to be given the opportunity to choose a project topic, the organizational form of its implementation (individual or group), the degree of complexity of project activities. For the organization of the design, the goal is determined, the result and the forms of protection are planned (HUGGINS, KITAGAWA, 2009; KRYSHANOVYCH, KRYSHANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020). In our opinion, the design technology requirements are:

- the presence of an educational problem, the complexity and relevance of which meets the educational needs and vital needs of future education managers;
- research character of the search for solutions to the problem;
- structuring activities in accordance with the classical design stages;
- modeling of conditions for students to identify an educational problem: its formulation, research, search for solutions, examination and testing of versions, design of the final project, its defense, correction and implementation, the amateur nature of the creative activity of future education managers, the practical or theoretical significance of the result of the activity and readiness for application, the pedagogical value of the activity (future education managers acquire knowledge, develop personal qualities, master the necessary ways of thinking and acting).

During the work of future education managers on the project, the teacher performs the following functions (FOSTER, YAOYUNYONG, 2016):

- helps future education managers in finding the sources they need to work on the project;
- itself is a source of information;
- coordinates the entire process;
- supports and encourages future education managers

- supports continuous feedback to help students progress on the project.

Innovation and project activities can be carried out through: game projects; discussions; creative student revisions (compilation of historical tasks, riddles, non-standard questions, poems, interviews, etc.); logical exercises, associative construction; search and research projects (analysis of scientific sources, additional information, illustrative material, writing research papers); illustrative design (cartoons, drawings, etc.). While performing these types of work, the teacher has the opportunity to simultaneously use elements of the technology for the development of critical thinking. By type of product is the result of project activities, they can be divided into (ZAKHAROV, MININ, 2011):

- technological - projects aimed at modernizing existing and developing new technologies;
- research - projects that are entirely subordinate to the logic of research and have a structure close to scientific research;
- Creative projects - do not have a detailed structure of joint activities of the participants, it develops, obeying the final result, the interests of the project participants;
- informational - projects aimed at collecting, formatting and presenting information, its analysis and generalization of facts; practitioners oriented - projects in which the result of the activities of the participants is clearly defined from the very beginning, it is focused on the social interests of the participants.

CONCLUSIONS

So, innovative and project activities stimulate the active independent creative activity of future education managers to search for original, creative solutions for solving the production task and situations proposed by the teacher. In addition, participation in the project stimulates the performer's research talent and can contribute to his next scientific work, the selection of future teaching and research personnel for educational institutions.

We believe that in the process of joint activities while working on a project, students develop such qualities as the ability to work in a team, take responsibility for a choice, a decision, share responsibility, analyze the results of activities, subordinate their temperament, character, time to the interests of a common cause. The experience of innovative and project activities shows that future education managers can be active participants in the process of creating a project, develop their own view of information, outline goals and objectives and look for ways to solve them. Innovative-project activity allows future education managers to learn from their own experience and the experience of others in specific matters and brings pleasure to future education managers, seeing the product of their own labor.

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Innovative and project activities of future education

Atividades inovadoras e de projeto de educação futura

Actividades innovadoras y de proyectos de educación futura

Resumo

O artigo examina as características das atividades inovadoras e de projeto dos futuros gerentes de educação. Os autores enfocam a tecnologia de projeto como uma das formas de tecnologias metodológicas inovadoras para a formação de futuros gerentes de educação, descreve os elementos da tecnologia de projeto, define os princípios básicos do trabalho em um projeto e as especificidades de atrair futuros gerentes de educação para participarem deles. Ressalta-se o fato de que os futuros gestores da educação podem ser participantes ativos no processo de criação de um projeto, desenvolver sua própria visão das informações, identificar metas, objetivos e buscar formas de resolvê-los. O objetivo deste artigo é focar as atividades de projeto de inovação como uma das formas de tecnologias inovadoras de aprendizagem metodológica, para descrever os elementos da tecnologia de projeto, para destacar os princípios básicos do trabalho em um projeto e as peculiaridades de atrair futuros gestores da educação para participar deles.

Palavras-chave: Educação. Atividades inovadoras. Inovações sociais. Desenvolvimento social.

Abstract

The article examines the features of the innovative and project activities of future education managers. The authors focus on project technology as one of the forms of innovative methodological technologies for training future education managers, describes the elements of project technology, defines the basic principles of work on a project and the specifics of attracting future education managers to participate in them. The fact is emphasized that future education managers can be active participants in the process of creating a project, develop their own view of information, identify goals, objectives and look for ways to solve them. The purpose of this article is to focus on innovation project activities as one of the forms of innovative methodological learning technologies, to describe the elements of project technology, to highlight the basic principles of work on a project and the peculiarities of attracting future education managers to participate in them.

Keywords: Education. Innovative activities. Social innovations. Social development.

Resumen

El artículo examina las características de las actividades innovadoras y de proyectos de los futuros directores de educación. Los autores se centran en la tecnología de proyectos como una de las formas de tecnologías metodológicas innovadoras para la formación de futuros gerentes de educación, describen los elementos de la tecnología de proyectos, definen los principios básicos del trabajo en un proyecto y los detalles para atraer a futuros gerentes de educación para que participen en ellos. Se enfatiza que los futuros gerentes de educación pueden ser participantes activos en el proceso de creación de un proyecto, desarrollar su propia visión de la información, identificar metas, objetivos y buscar formas de resolverlos. El propósito de este artículo es enfocarse en las actividades de proyectos de innovación como una de las formas de tecnologías de aprendizaje metodológico innovadoras, describir los elementos de la tecnología de proyectos, resaltar los principios básicos del trabajo en un proyecto y las peculiaridades de atraer a futuros gerentes de educación a participar en ellos.

Palabras-clave: Educación. Actividades innovadoras. Innovaciones sociales. Desarrollo social.