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МЕТОД ПРОЕКТОВ КАК БАЗОВЫЙ КОМПОНЕНТ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЙ СФЕРЫ

Аннотация. В статье исследован вопрос применения метода проектов в целях оптимизации профессиональной подготовки специалистов социально-экономического профиля. Рассмотрены история возникновения проектной технологии в современной российской и зарубежной педагогике, методы и формы ее реализации, основные организационные этапы. Большое внимание уделено педагогической характеристике метода проектов: число участников, типологические и временные признаки проектов. Акцентируется внимание на позитивном характере применения проектной технологии в условиях высшей школы.

Ключевые слова: метод проектов, социально-экономическая сфера, профессиональная подготовка, студенты вуза.

PROJECT METHOD AS A BASIC COMPONENT OF PROFESSIONAL TRAINING OF SOCIO-ECONOMIC SPECIALISTS

Abstract. The article examines the issue of applying the project method in order to optimize the professional training of socio-economic specialists. The history of project technology in modern Russian and foreign pedagogy, methods and forms of its implementation, and the main organizational stages are considered. Much attention is paid to the pedagogical characteristics of the project method: the number of participants, typological and time features of projects. Attention is focused on the positive nature of the application of project technology in higher education.

Keywords: project method, socio-economic sphere, professional training, University students.

One of the forms of high-quality training of young specialists in the socio-economic sphere in higher education can serve as a project technology. The work of V. D. Simonenko, E. S. Polat, I. D. Chechel and others is devoted to the development of this direction [1,2,3,4].

Project technology is not fundamentally new in pedagogical practice, but at the same time, it is now referred to as pedagogical technologies of the XXI century, as providing for the ability to adapt to the rapidly changing world of post-industrial society. "Thrown forward" is the exact Latin translation of this method. Originating from the idea of free education at the beginning of the last century in the United States, the project method incorporated the ideas of the humanistic direction in philosophy and education. J. Dewey proposed to build training on an active basis, through the appropriate activities of students [5]. Russian teachers developed the basics of project-based learning almost in parallel with American

ones. A small group of research teachers under the leadership Of S. T. Shatsky worked on the problem of implementing project methods in the practice of teaching since 1905 [6]. The student's personal interest in this activity was a necessary condition for successful work. The problem should be taken from real life and be familiar to the future specialist. To solve it, you need both previously acquired knowledge and those that have yet to be acquired. The teacher-consultant directs the project work, directing the search for students in the right direction and suggesting sources of information. But in 1931, this method was condemned in our country and forgotten until now. In a foreign school, however, it developed actively and quite successfully. Today we are returning to it at a new stage. So, the project method is based on creativity, the ability to navigate the information space and independently construct their knowledge.

Students ' activities can be individual, paired, or group. The work is performed for a certain period of time and is aimed at solving a specific social problem. The main conditions for applying the project method are as follows (Fig. 1).

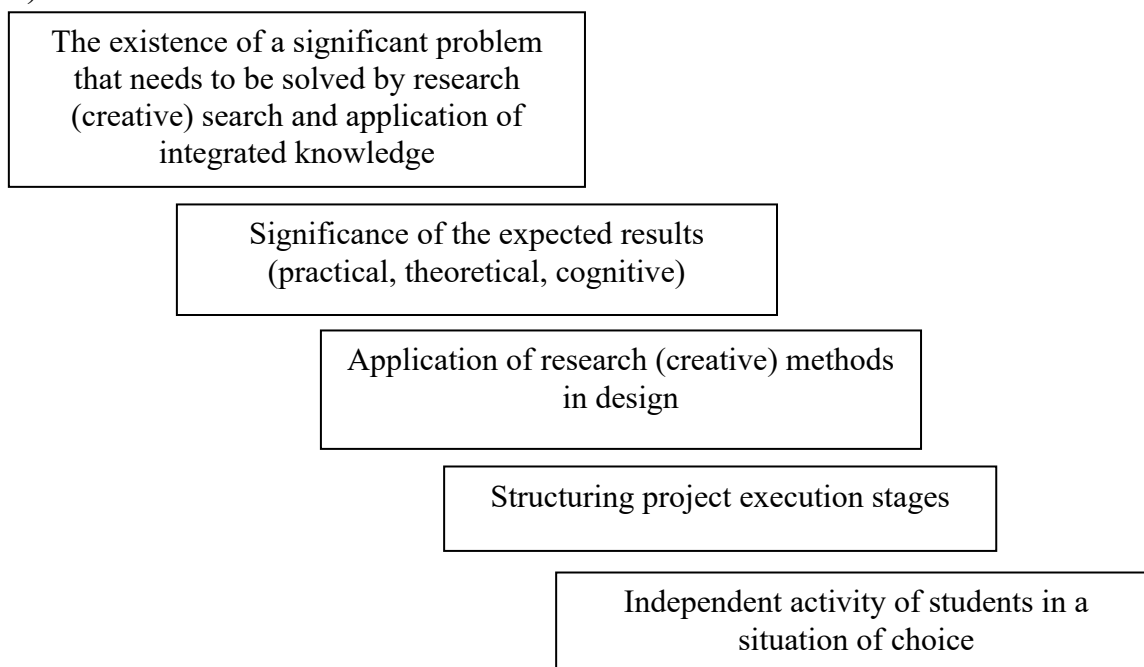


Fig. 1. Stages of the project method

Следует понимать, что проекты могут быть разными. Типология проектов может быть условно определена по следующим признакам (Fig. 2).

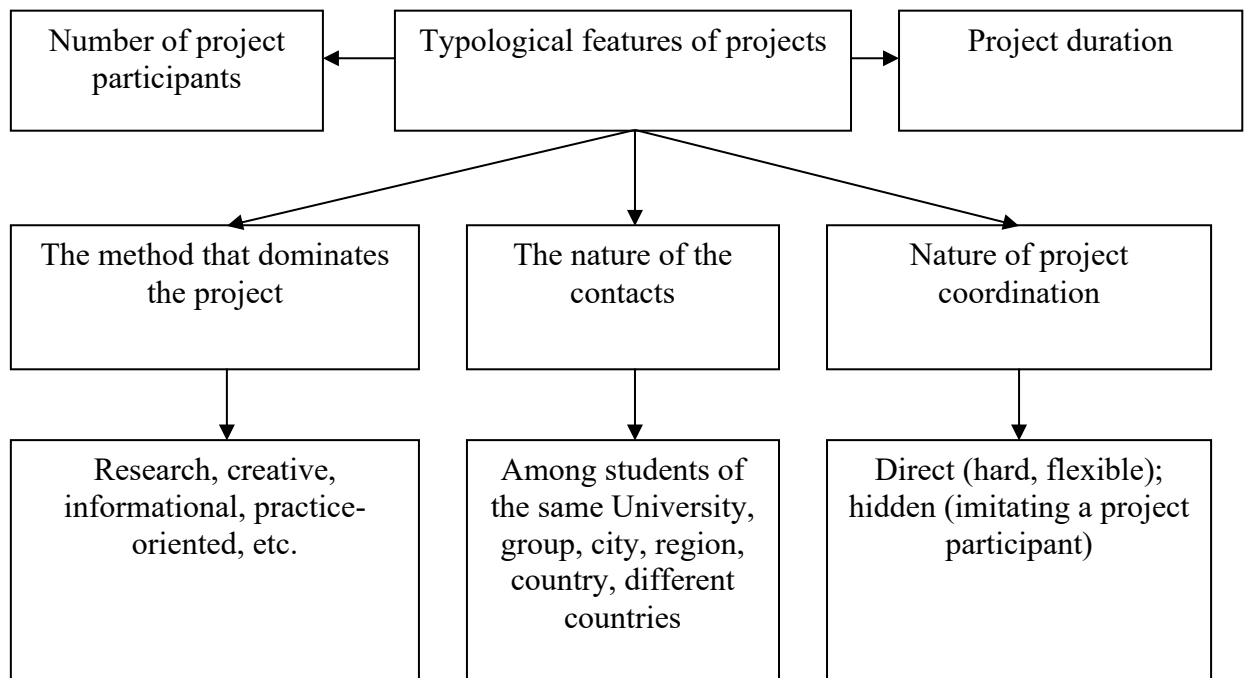


Fig. 2. Typology projects

The method that dominates the project.

Research projects have a structure that is close to genuine scientific research. They involve argumentation of the relevance of the topic, definition of the problem, subject, object, goals and objectives of the study. It is mandatory to put forward a research hypothesis, indicate research methods, and conduct an experiment. The project ends with a discussion and presentation of the results, formulation of conclusions and identification of problems for the future research.

Creative projects do not have such a well-developed structure, but they always have a clear result.

Information projects are a type of project designed to teach students how to extract and analyze information. Such a project can be integrated into a larger research project and become part of it. Students study various methods of obtaining information (literature, media, databases, questionnaires, interviews), its processing (analysis, generalization, comparison, reasoning, conclusions) and presentation (report, publication, posting on the Internet).

Practice-oriented projects are projects that necessarily involve a practical solution. For example, a certain social result that affects the direct interests of project participants. It is important not only to have a well-thought-out project structure, but also to organize coordination work to adjust joint and individual efforts, to organize the presentation of the results obtained and possible ways to implement them in practice, as well as to organize the external evaluation of the project.

The nature of the organization.

Direct, i.e. with open coordination. The coordinator teacher participates in the project in its own status, directs the work, and organizes individual stages of the project. Here it is important to abandon authoritarian leadership, work in collaboration with students, while maintaining consulting functions, but without imposing your own decision.

With hidden coordination, as a result of which the coordinator acts as a full participant in the project and does not reveal his true status as a teacher during the activity period. He exerts his influence through leadership and professional qualities.

The nature of contacts.

Internal or regional projects can be organized within one University, between universities, within a region, or within a country.

International projects with the participation of representatives of various countries.

Number of participants. According to the number of participants, projects can be *individual, paired, or group*.

Duration of the event. Projects can be *short-term* (designed for several sessions); *medium-term* (from a week to a month); *long-term* (from a month to several months).

The ability to organize students ' project activities is an indicator of the teacher's high qualification and ability to use developing learning technologies. And here an important role is played by the knowledge of creative methods, which

helps to understand heuristics-the science that studies productive creative thinking. The development of creative imagination, finding non - trivial ways to solve various problems, overcoming psychological inertia-these are the possibilities of the project method.

In higher education, design should be considered as the main type of cognitive activity. Using design as a method of cognition, future specialists in the socio-economic sphere come to rethink the role of knowledge in social practice. The reality of working on a project, and most importantly - a reflexive assessment of the planned and achieved results help them realize that knowledge is not only an end in itself, but a necessary tool that ensures a person's ability to correctly build their thinking and life strategies, make decisions, adapt to society and self-actualize as a person. The skills developed by specialists in the design process, in contrast to "accumulative knowledge" training, form a meaningful execution of vital mental and practical actions. In other words, the key qualities of the future specialist are formed: labor, communication, social, which is so necessary for his future successful professional activity.

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