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# The role of project activity in the formation of future specialists

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## Abstract

Modern economic, technical and other activity make high requirements for the specialists, graduated from the higher education institutions. The rapid growth of information volumes, expansion of scales of human activity cause the necessity for reforming of society and education. Creation of the innovative economy, based on commercialization of the new scientific and technical ideas, requires essential change in the system of training of personnel. There is given the answer to questions:What are the project methods of training?What are the conditions on development of reflexive abilities?

**Keywords**: education, modernization of an education system, capital, the higher school.

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# El papel de la actividad del proyecto en la formación de futuros especialistas

**Reumen**

La actividad moderna económica, técnica y de otro tipo exige altos requisitos para los especialistas graduados de las instituciones de educación superior. El rápido crecimiento de los volúmenes de información, la expansión de las escalas de la actividad humana causa la necesidad de reformar la sociedad y la educación. La creación de una economía innovadora, basada en la comercialización de las nuevas ideas científicas y técnicas, requiere un cambio esencial en el sistema de capacitación del personal. Se da la respuesta a las preguntas: ¿Cuáles son los métodos de entrenamiento del proyecto? ¿Cuáles son las condiciones para el desarrollo de las habilidades reflexivas?

**Palabras clave**: educación, modernización de un sistema educativo, capital, la escuela superior.

## 1. INTRODUCTION

In recent years, people's interest in the future has increased. Identifying the reasons for this is not very difficult. The rapid and rapid deployment of new technologies, especially computers, has led to a shift in the field of work over the past few years. The aging of people shows a change in the size and composition of the workforce. Transatlantic economic activities have grown and put forward new opportunities and resources for competition. Although some of the changes are promising, they are some sources of anxiety and worry. In the shadow of these changes, many observers believe that the nature of work is a fundamental

change. One of the hidden implications of the loss of jobs is that we remember from the past. In fact, it is suggested that business paths, as we know, have something to do with. Others provide backgrounds in which traditional employees who have been offered wages for certain wages or salaries for a particular employer have been replaced by free workers or remote workers (GEORGIEVICH, 2014). These categories of viewers believe that technology enables highly skilled professionals and technicians to continue to work through flexible networks, not the hierarchy of non-flexible prices that define traditional businesses.

The modern world actualizes more and more the problem of improving the quality of vocational training of specialists which demonstrates change of reality and assumes formation of the personality qualities, allowing not only to see the problem independently, but also to formulate a task and to solve it. Today the education system, which satisfied requirements of industrial society and qualitatively promoted to its progress, contradicts more and more requirements of the developing information and industrial society, which shows demand for education and vocational training in more various forms in comparison with existing (POLAT, et al., 2009). Modern society needs initiative, social and mature, competitive young people who are in turn focused on positive self-realization in all spheres of society activity, capable to adapt and to creatively transform the world around. Modernization of education, transition to competence-based education determined the broad and comprehensive interest to projecting. The matter is that the basic characteristic of competence is connected with way of its formation: it is formed and shown only in the process of activity, and its quality is determined by an inclusiveness measure in activity. Therefore, there are

laid the huge hopes, connected with the project method in education and also its opportunities to organize training in the process of activity, to develop ability to apply knowledge, skills to the solution of practical, vital tasks. In this sense the projecting (the project method) is begun to be considered as means for development of competences. At the same time the list of the competences, formed in the projecting process, as a rule, is specified and changed in different educational practices (DAVLETOVA, et al., 2016). Today society has to become such that the latest information technologies were available to it, there is necessarily an access for communications around the world with constant requirement to new knowledge and technologies. Safe development of society demands development of all education system. Naturally, qualitatively new education system is obliged to be based on the new teaching methods, which are the basic basis of professional psychophysiological readiness of society members. The quality of education, in the pedagogical plan, is its orientation not only to mastering by the students of a certain sum of knowledge, but also to development of the personality, informative abilities, the vital competence and personal qualities. At such approach any forms, methods, technologies are considered in the context of one of the main objectives on education – to provide the most favorable conditions for education, self-education and development of the personality. Today the educational system surely assumes the three main factors: information, including the concept and principles, on which the system is relied (the scientific character, availability, prospects, sequence, transformation of strategy, etc.); the instrumental (the instruments of labor, program and educational and methodical providing, educational rooms, etc.); the social (personnel and their readiness for realization of the purpose). All three components of technology are interconnected and

dependent: change of one involves change of two others. The difficulty of the tasks, set for education complicates all educational process, which can be qualitatively introduced in an education system, where the important integral part will have the new pedagogical technologies. Improvement of the teaching quality on new information technologies and their use in educational process allows to the students to work more actively in the training process, and to teachers – to have a feedback. The requirements to the university graduates at employment are increased due to fierce competition in labor market. Today the graduate has to possess not only fundamental knowledge in the specialty, but also many the most demanded qualities such as critical thinking, creativity, adaptability, commitment, ability to professional growth, etc. Successful professional activity requires possession of modern information and communication technologies, new methods of development educational programs, etc. Project training is the cornerstone of all these skills. Considering this subject, we directly ask the question, for what purpose do we use project training in higher education institutions? Why interest in application of project training in higher educational institutions has lately amplified (KLIMSTRA, et al., 2012). We have presented a general characteristic of project training model in higher education institution in this article. We emphasize that it is non-classical model, which assumes practical and focused, project education, involving the students to department projects, forming of individual trajectories. The basic place is taken by such organizational forms as masterful, project developments excepting lectures and courses in this model. At the organization of such forms becomes possible to carry out work in target degree projects. The student through them joins already in actually professional activity on concrete working platforms together with the professionals working there. It is very

important that the authors, investigating problems of the organization of projecting in higher education institution, begin to speak about change of the organization of education, content of pedagogical activity.

From this point of view, the special interest is an experience of project training in foreign countries (BERMINGHAM and BREWER, 2013). However, there are generally considered the contents and results of training in **engineering project,** which is a culmination point of training of the graduate for professional activity in the field of the technique and technologies, and all other disciplines **train the graduate** for participation in project. The discipline "*Engineering project"* is carried out practically on every year of training and consists, as a rule, of an introduction course of lectures on the methods of projecting and directly projecting as independent work of students. It is appointed the coordinator on discipline, responsible, including, for the organizational moments. The first stage in the organization of training is the stage of statement the problem in the project. Different programs approach differently to a question of formulation of the problem situation. For example, the University of Edinburgh offers several problem situations (cost reduction of a trap for mosquitoes, a ladle for the Atlantic water) from which the students can choose the solution they are going to carry out at project. At the same time each group has to fill the corresponding form in which the technical offer and purposes as well as the necessary resources are designated, provided mainly at the expense of the university, though presence of external partners is not excluded. This offer has to be approved by the project coordinator for further work. At the same time the several research groups work at the university, ready to take the students for receiving project experience (for example, modeling of a blood stream

through arteries and the movement of walls of the arteries which are elastic; creation of the stretching and vibrating instruments for living cells and tissues; creation of the perfect insulator for pistons of high pressure). The University of Caledonia (CATANIA, ET AL., 1990) provides big freedom, however the mandatory requirement is that projects have to be focused on the industry, and those which are more focused on scientific developments have to interact with industrial circles actively.

And the requirements of the French program for discipline "*Design project"* at Mines ParisTech in *civil engineering specialty*, have higher level than baccalaureate programs, are the most rigid and approximate to reality. Here the design project assumes the maximum initiative and orientation of the student on real requirements of society for any of spheres: scientific, economic, cultural, social or humanitarian. Besides, the project has to have original character and to be by all means realized as a product, service, an event, the organization, etc. Possibilities of realization are contacted with market viability of the offered product, namely, with search of partners or *clients*. Thus, it is designated in the program that "search of financial resources is the integral part of the project". The school helps, only giving to students an opportunity to use research centers and specialized databases. Besides, an important point is control check of the student works on project planning with the indication of the purposes and terms. Estimation by colleagues is also an important element and it is implemented in the form of auxiliary *groups of exchange and orientation* into which the different students or groups of students with project managers are entered, which are constantly discussing progress of works on each individual project. The examination committee, consisting

as of school teachers and external representatives are gathered together and estimate works three times in a year.

## 2. OBJECTS AND METHODS

One of the main problems in successful implementation of national projects is the destruction of many financial and human resources, lack of good managers and lack of use of promising project organizations from project management techniques. In order for the manager to have a good performance, he must have the skill of the case needed to get that domain. The analysis of the abilities, formed in project activity at the different universities, allows to allocate several types of results:

1. Drawing up and presentation of the content of work and results for project: abilities to submit the written action plan, keeping the project to the positive conclusion; to write the technical report on the performed work; to submit the format of report for conferences on the performed work; to do the professional oral presentations, including preliminary and critical remarks on the project, the final presentations; to execute written professional reports, including instructions; understanding of the contents and style of the oral presentations.

2. Work with information and knowledge in the project: acquisition and understanding of information which is contained in modern technical literature, for example, economic editions, journals, books, collections of conferences and additional literature on

computer accessories, the software, instruments of the engineering project, etc.; ability to show ability to collect, to correlate and to use skillfully information from various sources, to unite and use knowledge, gained in all disciplines.

3. Development of the problems, tasks, content of project activity: abilities to submit the critical analysis of the studied problem; to propose solutions, recommendations and offers for further work; ability to formulate a problem for which permission the development of the project is necessary, to formulate the accurate provision on a being of the problem in problem situations; ability to generate the alternative design-projects, which are potentially satisfying to permission of the problem situation.

4. Use of skills and culture of projecting in work: ability to apply skills of engineering project, to show skills of project management; ability to plan and operate the design-project, including temporary and financial restrictions; the description and understanding of process of engineering project as whole, for example, reasoning of the project, definition of restrictions, determination of criteria of the project and schedule, work distribution, project management and estimation in a projecting process; the description, understanding and use of the main instruments, used in the process of engineering project.

5. Work in team: writing the offers on design-project in team and receiving approval of colleagues; ability to work in groups on mutual estimation with colleagues; understanding of advantages and potential problems of work in team, the description of the

qualities and processes necessary for effective work in team and the description of the role of work in team in the process of engineering project.

## 3. DISCUSSION

Comparing results of work in projects of school students and students, it is possible to draw a conclusion that in secondary education the emphasis on abilities (competences), which are formed by means of participation of the student in the project, is more placed. At the higher school there is an orientation to formation of the project abilities allowing the student to develop and realize projects. These abilities are already regarded as professional, for example, at the rate "*engineering project"*. On the basis of the presented material we will try to formulate 1) a hypothesis of contents, structure and 2) about opportunities of formation of the project competences of higher education institution.

According to KILPATRICK (1918), the sense of "the project training" is that the teacher represents basic data and outlines the planned results of the educational task; the students plan independently intermediate tasks, look for ways of their solution, act, compare received with demanded, correct activity. As we were noted, the main objective of "the project training" is that students together with teachers study the reason this or that situation, a key part of the problem that further, so it helps to the students to find an easy way to the decision. Work on the project begins with determination of the problem, identification of difficulties, justification of relevance, the analysis of study, formulation of

the project theme and also determination of the problem, formulation of the hypothesis about results and ways of their achievement, determination of the project purpose and stage-by-stage tasks. Development stages of the work plan are: 1. Determination of terms for implementation of the project, drawing up a plan and schedule of the intermediate reporting; 2. Choice of means and methods for performance. 3. Discussion of criteria for evaluation of quality of the project and estimation way. 4. Choice of the way for drawing up the results and scenario of the presentation. 5. Choice of the form for work (individual, group), distribution of duties. Implementation of the project: Collecting, the analysis and synthesis of information from different sources; carrying out research, performance of calculations; preparation of visual-graphic material (schedules, charts, tables, schemes, photos, video records, etc.); drawing up the materials for presentation; control and correction of intermediate results; reflection: discussion of process and results on work, group and personal achievements. Modern students are rather dynamic, have active living position. However, in our age of informatization, students are oversaturated with information flows. And not always those ways of submission of information which were effective for the previous generations will be also effective at studying modern material by modern children. All of us understand that our main objective as teachers not only to supply by a certain set of knowledge, to train the students in the main ways and algorithms of activity, but also to teach to be guided in difficult flows of information, ability to raise timely and most topical questions and to receive independently on them reasonable answers (GRAY, et. Al., 1982). Main requirements to use of projecting method:

• Existence of a significant problem in the research, creative plan or the task demanding the integrated knowledge, research search for its solution (for example, the research of a demographic problem in different regions of the world; creation of a series of reports from the different places of the globe on the one problem (the problem of influence of acid rains on the environment).

• The practical, theoretical, informative importance of estimated results (for example, transfer of the report in the relevant services on the demographic condition of the region, factors influencing this state, the tendencies which are traced in development of the studied problem; joint issue of the newspaper, almanac with reports from the place of events; protection of the wood in different areas, the plan of measures and others). Independent (individual, pair, group) students' activity.

• Structuring a substantial part of the project (with the indication of stage-by-stage results).

• Use of the research methods: determination of problem, the research problems following from it, drawing up the hypothesis of their solution, discussion of the research methods, drawing up the end results, the analysis of the obtained data, summing up, correction, conclusions (use during the joint research of the method "brainstorming", "the round table", statistical methods, creative reports, viewings).

The statement of purpose. It is competent to formulate the purposes – a special ability. Work on the project begins with statement of the

purposes. These purposes are the driving force of each project, and all efforts of its participants are bent on their achievement. The formulation of the purposes should devote special efforts because success of all implementation half depends on carefulness of performance of this part of work. At first the most common goals are determined, and then they are more detailed, until going down on the level of the most specific objectives, facing each participant of work. In this case, work on the project will turn into step-by-step achievement of goals from the lowest to the highest, if there is not to regret time and efforts to goal-setting. But here it is not necessary to go too far. If you to be fond of excessive specification, then it is possible to lose touch with reality, and in this case the list of the small purposes will interfere with achievement main, and "not seeing the wood for the trees":

1. The cognitive purposes – knowledge of the objects of surrounding reality; studying of ways of the solution on the arising problems, mastering skills of work with primary sources; statement of an experiment, carrying out experiences.

2. The organizational and active purposes – mastering the skills of self-organization; ability to set before ourselves the purposes, to plan activity; to develop skills of work in group, developing the methods of conducting discussion.

3. The creative purposes – are projecting and modeling, etc.

If to try to formulate the most common goals which face modern school then it is possible to tell that a main goal is training in projecting as to universal ability. "We call "the project training" as

all complex of the didactic, psychology and pedagogical and organizational and administrative means allowing creating, first of all, project activity of the student, to teach him for projecting".

4. Choice of the project theme.

The choice of the project theme in different situations can be various. In one cases the theme can be formulated by specialists of educational bodies within the approved programs. In others - are moved forward by teachers taking into account an educational situation in the subject, the natural professional interests, interests and abilities of the students. In the third - the project theme can be offered by the students as well, who naturally, at the same time, are guided by own interests, not only purely informative, but also creative and applied.

The subject area of projects can concern some theoretical question of the school program. More often, however, the themes of projects, which are especially recommended by educational bodies, belong to some practical question, relevant for practical life. So, it is reached the quite natural integration of knowledge. Results of the executed projects have to be material and that means - to be properly formed (the video, an album, record book of "the travel", the computer newspaper, the almanac). During the solution of any project problem by the students, it is necessary to attract knowledge and abilities from different areas: chemistry, physics, foreign and native languages.

**3.1. The main objective of the teacher in the projecting method is consisted in following:**

• to specify methods in the project task,

• to organize collective or group discussion by what methods it is possible to solve each of the project tasks, set at development of the project,

• to present in a visual form the list of the various methods, applied in project activity, from which the students can choose and discuss in group their efficiency at the solution of this or that task.

The students have to know that at project methods the followings can be used:

• Studying and analysis of references;

• Theoretical modeling and generalization;

• Different polls: questioning, interview, interlocution; inquiries from the Internet;

• Observation according to the special program;

• Experiences and experiments;

• Statistical methods of data processing.

Let us consider the systems of actions of the teacher and students in project training. It is important to define before the development stages

of the project with the purpose of allocation of action systems of the teacher and students. The mandatory requirement — each stage of work on the project must have the concrete product. The systems of actions of the teacher and students at different stages of work on the project.

| Stages | Teacher activities | Activity of the students |
|---|---|---|
| 1. Development of the project task | | |
| 1.1. Choice of the project theme | The teacher selects possible themes and offers them to the students | The students discuss and make a general decision on the theme |
| | Teacher invites students to jointly select the project theme | The student group together with teacher selects themes and offers other students for discussion |
| | The teacher participates in the discussion of themes, offered by the students | The students select themes independently and offer group for discussion |
| 1.2. Selection of sub-themes and themes for the project | The teacher pre-isolates subthemes and invites students to choose | Each student chooses a subtheme or offers a new |
| | The teacher participates in the discussion with the students about the subthemes of the project | The students actively discuss and offer options of subthemes. Each student chooses one of them for himself (i.e. chooses to himself a role) |
| 1.3. Formation of the creative groups | The teacher conducts organizational work to unite students, who chose specific subthemes and activities | The students have already identified their roles and they are grouped according to them into small teams |
| 1.4. Preparation of the research materials: a formulation of the questions on which it is necessary to answer, the task for teams, selection of literature | If the project is voluminal, then the teacher develops tasks, questions for search activity and literature in advance | Certain students of different groups take part in development of tasks. Questions for search of the answer can be developed in teams with the subsequent discussion in group |
| 1.5. Determination of the wording on the results of the project activity | The teacher takes part in the discussion | The students in groups and then in the classrooms discuss the forms of representation of result on research activity: video, album, natural objects, a literary living room, etc. |

| Stages | Teacher activities | Activity of the students |
|---|---|---|
| 2. Project development | The teacher advises, coordinates the work of students, stimulates their activities | The students carry out the search activity |
| 3. Finalizing the results | The teacher advises, coordinates the work of students, stimulates their activities | The students, in the beginning on groups then in interaction with other groups, make out results according to the adopted rules |
| 4. Presentation | The teacher organizes an examination (for example, invites as experts the students of other specialties, etc.). | Report on results of their work |
| 5. Reflection | Estimates own activities according to quality of marks and activity of the students | Summarize the results of work, express wishes, collectively discuss the marks for work |

One more developer of the projecting method, the American Professor *Kollings* offered the first-ever classification of educational projects which could be applied and to find the own place in educational process of the higher school.

***Projects of games*** - various games, national dances, drama performances, etc. The purpose – is participation of students in group activity.

***Excursion projects*** - expedient studying of the problems connected with the surrounding nature and public life.

***Narrative projects***, which purpose – is to enjoy the story in the most various forms - oral, written, vocal (song), musical (playing a grand piano).

***Constructive projects*** – creation of a concrete, useful product: making of a rabbit trap, etc.

Modern classification of educational projects.

The project can be as group and personal. Each of them has the indisputable advantages.

*Modern classification of educational projects* is made on the basis of the dominating (prevailing) activity of the students:

• ***The practical and oriented project*** (from the training manual to a package of recommendations about recovery of the country's economy);

• ***The research project*** -the research of any problem in due form scientific research;

• ***The information project*** - data collection and processing on the significant problem with the purpose of its presentation for wide audience (article in media, information on the Internet);

• ***The creative project*** - the freest author's approach in a solution. A product - almanacs, videos, stage adaptation, art works or arts and crafts, etc.

• ***The role project*** - literary, historical, business role-playing games, etc., which result remains open till the end.

*Classification of projects* is possible according to:

• Thematic areas;

• Activity scales;

• Realization terms;

• The number of performers;

• Importance of the results.

But irrespective of project type, they are all:

• To some extent unique;

• Directed to achievement of the specific goals;

• Limited in time;

• Assume coordinate performance of the interconnected actions.

The projects can be *monoprojects* and *intersubject* according to complexity.

Monoprojects are implemented within one subject or one area of knowledge.

Intersubject projects are carried out during non-school hours under the leadership of specialists from different areas of knowledge.

The projects on nature of contacts can be – intra-class, intra-school, regional and international. The last two, as a rule, are realized as telecommunication projects, using the possibilities of the Internet and the means of modern computer technologies.

Types of project presentation: Scientific report; Business game; video demonstration; excursion; telecast; scientific conference; performance; staging; games with the audience; defense at the Academic Council; dialogue of historical or literary characters; sports game; performance; travel; advertising; press conference.

*Criteria for evaluation of the project* have to be clear, they have to be no more than 7-10. First of all, there should be assessed the quality of the work as a whole and not just the presentation.

1. Quality of the report: composition, completeness of representation of work, approaches, results; argumentativeness, thesaurus volume, persuasiveness and conviction.

2. Volume and depth of knowledge on the theme (or on the subject), erudition, intersubject communications.

3. Pedagogical orientation: speech standards, manner, use of evident means, sense of time, improvisational beginning, keeping the attention of the audience.

4. Answers to the questions: completeness, argumentativeness, persuasiveness and conviction, friendliness, aspiration to use answers for successful disclosure of the theme and strengths of work.

5. Business and strong-willed qualities of the speaker: responsible decision, aspiration to achievement of good results, readiness for the discussion, ability to work with an overload, goodwill, sociability.

The way of estimation allows giving the full analysis of the performed work. The student, teacher and fellow students estimate project work, fill out the expert map and calculate GPA by the presented criteria. However, according to this work [I.D. Chechel.1998] attention is drawn to the fact that there are at least two results. The first hidden is a pedagogical effect of inclusion of the student in "knowledge acquisition" and their logical application: formation of personal qualities, motivation, the reflection and a self-assessment, ability to make the choice and to comprehend both consequences of this choice, and results of own activity. The second – is actually executed project, and not volume of the mastered information, and its application in activity and real result – the level of the embodiment conceived in material. Unfortunately, the first productive part remains out of the sphere of attention at the project defense. The author does not offer solutions of this problem. However we begin to understand that there have to be different ways of representation of the results and products of project. According to (POLAT, et al., 2009), the project results are connected with the analysis of contents and sequence of actions, which the student has to execute: determination of the problem and the research problems following from it; the hypothesis and their solution; discussion of the research methods; collecting, systematization and analysis of data; summing up, drawing up the results, their presentation; drawing up of conclusions, the offering the new research

problems. The same researcher confirms that project training develops (ROBERTS and HARLIN, 2007):

> 1) Research abilities (ability to analyze the problem situation, to reveal problems, to carry out selection of necessary information from literature, to make observation of practical situations, to fix and analyze their results, to build hypotheses, to carry out, generalize, draw conclusions);
>
> 2) Abilities to work in team (there is an awareness of the importance of collective work for obtaining result, the role of cooperation, joint activity);
>
> 3) Communicative abilities (ability not only to state the point of view but also to listen and understand another, in case of disagreement to be able to criticize constructively alternative approach as the result to find the solution synthesizing, holding positives of each offer).

In the considered works of (STEVENSON, 1921) it is made the attempt to connect the abilities, formed at the student in the process of the project implementation and content of activity, which it provides, but ways of manifestation and the analysis of quality of these abilities aren't stated. The fact that it is not only about the content (list) of abilities is important for us, but also conditions of their formation are shown. The analysis of meaning of the last allows assuming that the content of pedagogical activity at the same time qualitatively doesn't change; there are traditional methods of execution of tasks. In general, analyzing contents and results of the students' work in the project and trying to

connect them to competence-based approach, it is possible to draw the conclusion that competence-based approach within a knowledge paradigm causes a set of competences as set of knowledge, abilities, skills, methods of activity in relation to a certain circle of the objects and processes, necessary for qualitative and productive work in relation to them. The concept of competence, in this case, includes a cognitive and operational and technological component (BIBER, et al., 2006).

*Teacher's position*: the enthusiast, specialist, consultant, head, "the person asking questions"; coordinator, expert; the teacher position has to be the hidden, giving a scope for independence of the students. If the task of the teacher is training in project, then in work on the method of educational projects emphasis needs to be put not on that was the result of joint (We would like to emphasize it!) efforts of the student and teacher, but on by what way the result was achieved. Change of the concept causes the avalanche process of local changes in an education system in general and in each its part separately. Each teacher can make the contribution to improvement of our education, using new methods and training methods.

There is a question: "Why are there necessary such serious changes in training?", "Why is it impossible to manage by the former, checked by time methods?" The answer is obvious: because the new situation demands new approaches. If the student manages to cope with work on the educational project, it is possible to hope that he will be more adapted in the real adult life: will manage to plan own activity, to be guided in various situations, to work together with different people, i.e. to adapt to the changing conditions. It is obvious that it is necessary to teach exactly what can be useful, only after it our graduates will be able adequately to represent achievements of domestic education. "Recently the following

qualities of the personality necessary today were included in the list of social requirements (it is clear that this list isn't created finally): possession of the universal methods of activity, possession of communicative skills, skills of collective work, possession of specific skills of educational work (ability to self-education), norms and standards of social activity (good breeding). If the student has the specified characteristics, then he will be realized in modern society with high probability. At the same time, such education will have new quality, because it another, new in comparison with what is implemented in subject and standard model of education and is used in the presented approaches to assessment of its quality". Most often, the themes of projects which are especially recommended by educational bodies belong to some practical question, relevant for practical life. So, the quite natural integration of knowledge is reached. The students often carry out projects of creative character at lessons of Kazakh language and literature. For example, creation of the collection of poems of any poet XIX century, with use of technologies of information processing, gives opportunity to create the projects of documentary or popular science film, make the generalizing tables, algorithms of actions, schemes, act in various roles (the photographer, director of the video record or as artist) which require from the student the ability to master the ways of cognitive activity:

- To create organizational structures of data storage, to name, keep objects;

- To use screen help system;

- To create information models of various objects, using for this purpose standard means (tables, schedules).

The method of projecting is always focused on independent activity of the students during a certain interval of time. Results of the executed projects have to be, so called "tangible": if it is a theoretical problem – that is concrete decision; if it is practical - the concrete result, ready to introduction. The appeal of this method of training consists in authenticity of experience for many students. Students play the role as people working in the studied branch and behave the same as these people. Whether they shoot the documentary about life and creative work of this or that poet, writer or scientist, whether they make the tourist guide or work with memoirs literature, whether define features of a caricature or make councils for stylistics, whether will organize the presentation with participation of mass media concerning the positive and negative moments in development of language – anyway, the students take part in projects which take place in the real world.

## 4. CONCLUSION

Cardinal changes in social and economic and spiritual life of our society determine the state and the prospects of development of domestic education in XXI century. At the present stage at the higher school more and more wide recognition is received by the concept which rejects "filling model of education" and is directed to such creation of teaching and educational process at which training solves the problem of involvement of students in the active independent educational cognitive activity, modeling process of their further self-education. Achievement of an active independent position of the students in training is provided in case, if knowledge which is acquired by the trainee, gain for him personal

sense. However the fact of existence of such sense does not guarantee independence of the position for student in educational knowledge yet. The volume of knowledge, necessary for mastering by the student, not only sharply increases, but also is rapidly renewed that predetermines orientation of training process at the higher school on mastering by the students of the skills for methodological character, providing independent acquisition and mastering by them of knowledge of both general education, and special character.

It is increased the need for development of the methods, changing approach to educational activity of higher education institution, favoring to formation of the corresponding competences at future graduates. Education has to become a resource for training of specialists, capable to perceive any new trends in science, technology and business. For the last decade in our country there were rather serious changes in this direction. Development of fundamental science and modernization of education are proclaimed as strategically important national priorities. The article reveals a problem of the research about role of project activity in development of professional and personal characteristics at the students of higher education institution. Formation of independence in educational cognition at the students of the beginning courses creates opportunities for adaptation to the training features at the higher school and overcoming a number of the social and psychological, didactic, information contradictions peculiar to this age. Thus, we found out as a result of the analysis of literature and also practical application of the projecting method that the project training is an effective remedy for adaptation and development of independence of the students. We would like to offer the general rules for teachers – project managers in the conclusion as follows:

• Try to approach for everything creatively, fight against all manifestations of conformism and stereotypic banal decisions.

• Be guided by process of research search, and not for the result.

• Seek to open and develop their individual bents and abilities in each child.

• Do not forget about education of the student in the course of work.

• Try to be engaged less in admonitions, help to the students to act independently, evade from direct instructions concerning in what they have to be engaged.

• Do not do hasty assumptions, learn not to be hurry with removal of estimated judgments and you should teach the students to arrive as well.

• Estimating, remember - it's better to praise ten times for nothing than to criticize once for nothing.

• It isn't necessary to rely on the fact that students already have certain basic skills and knowledge, help them to master new.

• You have to remember about main pedagogical result – do not do for the student what he can make independently.

• Do not constrain an initiative of the students and do not do for them what they can make, or what they can learn independently. Avoid direct instructions.

• Teach them to identify the connections between objects, events and phenomena.

• Teach the students to act independently, accustom them to skills of the original solution of problems, independent search and the analysis of situations.

• Try to form skills of the independent solution of the research problems.

• Use difficult situations (problems) which were arisen at the students' home as area of the application tasks and the received skills in the solution of research tasks.

• Teach the students mainly not to be in thoughts, but thinking. Teach the students an ability to obtain information, but not to swallow it in finished form.

• Try to train the students in abilities to analyze, synthesize, and classify information obtained by them.

• Help to the students to learn to operate process of own research.

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