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Project Method as a Means of Forming Research Skills of Students

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Abstract: In the context of the modernization of education, the focus of teachers is on the activities of students. What is important is not so much the end result as the process of acquiring knowledge. It is necessary to teach students to study independently, acquire knowledge, adapt to life situations, make decisions independently, and think critically. With the traditional approach and traditional teaching aids, these tasks are difficult to solve. Projective technology allows this to be done quite successfully. The article deals with the issues based on analyzing project method as a means of forming research skills of students.

Keywords: project method, teaching aids, activities of students, educational and cognitive activity.

INTRODUCTION

The project method is based on the idea that the educational and cognitive activity of learners is directed towards the result that is obtained when solving one or another practically or theoretically significant problem. The external result can be seen, comprehended, applied in real practice. The internal result - the experience of activity - becomes the invaluable asset of the student, combining knowledge and skills, competencies and values.

In the modern information society, the method of projects becomes especially relevant. In recent years, there has been an increased interest in this form of organization of education in domestic education. The main thesis of the modern understanding of the project method, which attracts many educational systems, is that learners understand why they need the knowledge they receive, where and how they will use it in their lives.

Not only the need to understand the meaning and purpose of your work, but also to independently set professional goals and objectives, think over ways to implement them, and much more is included in the content of the project. It is no coincidence that a new line on project activity has been introduced into the basic curriculum, and one of the parameters of the new quality of education is the ability to design. This is a way to achieve a didactic goal through a detailed development of the problem (technology), which should end with a very real, tangible practical result, formalized in one way or another (Prof. E.S. Polat). This is a set of techniques, actions of students in their specific sequence to achieve the set task - solving a problem that is personally significant for students and designed in the form of a certain final product.

The main purpose of the project method is to provide learners with the opportunity to independently acquire knowledge in solving practical problems or problems that require the integration of knowledge from various subject areas.

The project method as a pedagogical technology is a set of research, search, problematic methods that are creative in nature, that is, it is based on the development of learners' cognitive skills, the ability to independently construct their knowledge, navigate the information space, develop critical and creative thinking.

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DISCUSSIONS

The goal of education is "general cultural, personal and cognitive development of students, providing such a key competence as the ability to learn." Perhaps, for the first time in the history of domestic school education, “the formation of universal educational activities that provide students with the ability to learn, the ability for self-development and self-improvement” is considered as the most important task of the education system at the state level. In this regard, the question of how it is possible and necessary to develop universal learning activities becomes extremely relevant.

The development of research skills of learners in the process of mastering the basic programs of the basic school is a difficult task. Its solution involves a significant rethinking by the teacher not only of the initial pedagogical positions, but also of ideas about the time frame of the lesson. Thus, the organization and conduct of a lesson-research become more effective in the case of a two-hour lesson, i.e. paired lesson.

The value of a person's research attitude to reality is difficult to overestimate. Willingness to search for new information, observations, knowledge, new ways of thinking and behavior is what, perhaps, most of all can help a person not only survive in the modern world, but realize himself, his creative potential. From this point of view, the education in learners of a research attitude towards life is the most important task of the school. This means that the question of how to create for learners with different levels of development of cognitive needs and abilities such an educational environment that will contribute to the development of a learner's research attitude towards the world and himself, the formation of his research position becomes very relevant.

The great importance of research activities for the development of creative abilities and research skills of learners stimulates the wide dissemination and introduction into educational practice of various forms of project and research activities of students (D.B. Bogoyavlenskaya, V.S. Mukhina, A.S. Obukhov). But for the development of such an important direction, it is necessary to solve the main problem, the essence of which is that the learner develops his own motivation to carry out research work.

An enriched developing environment that will promote the development of a learner's research attitude to the world, the formation of his research position and the most important research skills, involves not only one or another subject content that is adequate to the cognitive needs and abilities of the learner, but also:

The teaching method, which simulates the process of discovering new knowledge about the world by a learner, is a problem-research method;

Subject - subject relations that provide the possibility of cooperation, dialogue and creativity in the process of cognition.

Any search for new knowledge begins with the learner having some question, difficulty, impossibility to accomplish something, i.e. Problems. This structural link of thinking and cognitive activity - the emergence of a problem that precedes the formulation of a mental task, has an independent value and special significance in learning.

It is well known that there are two main varieties of the thought process - induction and deduction. “While induction passes from particular details (or particular) to a coherent view of the situation (general), deduction starts from the latter and goes back to the particular, connecting and connecting it. The inductive process leads to the discovery of a connecting principle, the deductive to its verification - confirmation, rejection, change on the basis of its ability to turn various details into a holistic experience.

There are six main stages of the research methodology that follow each other, and two additional stages - the formulation of new questions and application, which can change places and even fall out in some cases:

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- Motivation (creating a problem situation);
- Research (may be in small groups);
- Exchange of information. Organization of information;
- Linking information;
- Summarizing. Reflection;
- Asking new questions;
- Application

During the implementation of inductive and deductive research, at different stages of the lesson-research, including individual and group work, learners learn:

- ✓ Ask research questions;
- ✓ formulate problems;
- ✓ put forward hypotheses;
- ✓ Draw up a work plan;
- ✓ Conduct observations;

Plan and conduct experiments to find the necessary information and test hypotheses;

Highlight essential information from various sources (books, encyclopedias, simple graphs, tables, diagrams, models, etc.);

Organize (systematize) information;

Present the results of work in various forms (diagram, drawing, graph, table, oral and written communication, etc.)

In order to design a lesson-research, the teacher himself must feel the need to create a new one, the difficulty leading to the emergence of an idea-generalization and the question of the unknown, to search for the conditions necessary to find it, and finally, to check the correctness of his project in a real learning situation. In fact, the thinking of the teacher must complete the complete, i.e. a productive, thought cycle, something that brings him closer to the students who are to become "actors", or subjects, of cognitive activity in the planned lesson-research. Perhaps that is why the planning and conduct of such a lesson by a teacher is not only difficult and time-consuming, but also a truly exciting, personally significant event, which creates a very special atmosphere and style of interaction with students in the lesson, which are so important for the creative activity of all participants.

Research learning is a special approach to learning, built on the basis of the natural desire of the learner to independently explore the environment. The main goal of research education is to form the student's readiness and ability to independently, creatively master and rebuild new ways of activity in any sphere of human culture. But in this case, research is not enough, if it is just a fact of searching in an uncertain situation, the motivation for exploratory behavior is needed.

The task of the teacher will be to teach:

- ✓ see the problem
- ✓ be able to put forward a hypothesis

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- ✓ be able to observe
- ✓ be able to conduct an experiment
- ✓ be able to explain what he saw, to draw conclusions.

To orient the student to solving topical problems, it is necessary to give them non-standard homework, both in the subject and as part of extracurricular activities.

Thus, applying the method of projects both in the classroom and outside the classroom, I can note that they improve the quality of the learning process and educational work, teach learners to act independently, develop creative activity, communicative ability, teach to plan and bring work to the end.

Having set myself the goal of showing the importance of project activity in educating the research competence of the student's personality, I turned to the history of the emergence of the method itself, which, in fact, is not new in pedagogy. But, at the same time, it is relevant today and, moreover, introduced into the concept of the State Standards of the new generation as contributing to the personal development of the learner.

CONCLUSION

The project methodology has great potential: developing, teaching, psychological. This technique allows you to implement not only educational tasks, but also educational ones. Students can take a fresh look at themselves and the realities of their everyday life, the history and culture of their country. All this contributes to the formation of an active civic position of students and the maximum development of individual abilities and talents of each.

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