Project Activities in the Context of the Implementation of State Standards of the New Generation

Salyaeva E.Yu., Smirnova Z.V., Vaganova O. I., Galkina E.N., Syrotyuk S.D., Stryapikhina A.A., Bystrova N.V.

Abstract: Federal state educational standards of higher education contain requirements that indicate the priority direction of the formation of the competencies of modern graduates. Competence-based educational paradigm necessitates the search and implementation of ways to promote the formation of a qualified specialist. The implementation of project activities in higher education is revealed as the leading direction of activity, ensuring the achievement of a high level of formation of competencies of students of higher educational institutions. The purpose of the article is to consider the project activities of students of higher education in the conditions of implementation of state standards of the new generation. The authors present the characteristics of the project activity, its typology, set the possibilities, the criteria for evaluating the implementation of project activities. As an example, presents a large-scale project of higher school of organization of independent work of students, which includes relevant conditions, educational landscape, allowing students to participate in various projects, thereby forming respective competences laid down in the standard. The project activity of students in the framework of this project develops at a higher level.

Keywords: project activities, students, teachers, Federal state educational standard, higher education institution, project, competence.

I. INTRODUCTION

The reform of the higher education system has led to the transition of project activities to a new stage of its development. Implementation of project activities of students is, first of all, a well-structured plan of research, which requires strict formulation and understanding of the studied problem [1]. Through the implementation of project activities, the student actively develops professional competence in the framework of training, as the teacher builds special conditions that immerse students in the problems that may arise in real professional life [2]. To date, the implementation of project activities is one of the most promising areas implemented by higher education institutions within the requirements of Federal state educational standards [3].

State standards of the new generation fix the requirements for the formation of students’ competencies [4]. The implementation of the activity approach has an active impact on the improvement of competencies in modern conditions [5]. A project activity includes students in the learning process and is the kind of activity that contributes to the formation of a competent specialist [6].

The feasibility of using and further development of project activities in higher education is due to several circumstances [7]. First, the project activity is always a problem that requires students to direct research permissions, activating their professional creative position; second students are always at a choice decision, which requires self-organization and autonomy, which are essential in the formation of the graduate.

II. LITERATURE REVIEW

The implementation of project activities in a higher education institution is a process that has been systematically studied for a long time. Interest in this type of educational work is caused by great potential, which contains project activities [8]. Its high performance in higher education is noted by many domestic and foreign researchers [9]. In the conditions of implementation of the state educational standards of the new generation, the project activity is expanding and improving, so there is an objective need for further study [10].

Project activity of students is a motivated independent activity focused on solving a theoretically significant problem, prepared in the form of the final product (result), which can be applied in real practice [11].

The purpose of the project activity is the formation of competencies in the process of solving practical problems or problems that require the integration of knowledge from various subject areas [12].

The project activity provides opportunities: to involve the process of learning to practical activities; increasing the motivation of students to learning; individualization and intensification of educational process;
III. METHODOLOGY

The paper presents the process of implementation of project activities of students in higher education. The authors reveal the content of the project activities of students within the requirements of Federal state educational standards. The typology of projects, the sequence of their implementation is given. In Nizhny Novgorod state pedagogical University named after Kozma Minin implemented a project on the formation of independence of students. High school creates with the help of innovative technologies educational landscape, in which the project activities of students to a new level and allows you to create the necessary competencies.

IV. ANALYSIS AND DISCUSSION

According to the requirements of the Federal state educational standard, project activity is one of the leading types of professional activity that a student must carry out [22]. The organization of project activities in higher education is carried out in several stages [23]. The first and most important stage is the problem statement [24]. The relevance and reliability of the entire project depends on the correctness of the formulation of the problem [25]. The problem is a kind of contradiction between the existing realities and the desired result. Next comes the rationale for the purpose and objectives of the project [26]. The goal is a concrete result, detailed in tasks [27]. The next step is to identify the project participants. A group of students is divided into small groups to carry out project work. Results forecasting is the stage at which a result is formulated based on the available resources and capabilities of the participants. The planning phase includes activities to detail the stages of the project. It distributes responsibilities between groups and defines the functions of each participant. This is followed by the stage of selection of criteria for the effectiveness of the project based on its goals and objectives. The criteria are presented in table 1. The stage of activity description is the direct implementation of the project (selection and analysis of the material). In the analysis of the results, the participants carry out a joint assessment of the results and the project as a whole. The evaluation is based on the criteria identified in the previous stages. Conclusions and recommendations – a stage that includes the process of identifying and eliminating errors and shortcomings. The final stage is the design of the results. In order for the educational program to work on the project was credited, it is necessary to issue the appropriate way and presented it to the head. The form of presentation of the results is approved by the project participants in advance. For example, it can be term papers, reports, presentations. Project participants speak to the audience with a report on the main the results obtained in the course of project activities.

<table>
<thead>
<tr>
<th>Table 1 Evaluation Criteria for project activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of the project</td>
</tr>
<tr>
<td>Statement and validity of the problem</td>
</tr>
<tr>
<td>Conducting theoretical research</td>
</tr>
<tr>
<td>Implementation of the practical part of the project</td>
</tr>
<tr>
<td>Design of the results</td>
</tr>
<tr>
<td>Presentation of project results</td>
</tr>
</tbody>
</table>

Implementation of these criteria is an indicator of the level of work done, the ability to apply the competencies. As we said earlier, higher education institutions form the competence of students based on the activity approach, since the activity is part of the implementation of practical training, where students develop independence and creative component. For the formation of competencies at a high level, it is necessary to create appropriate conditions. In Nizhny Novgorod state pedagogical University named after Kozma Minin implemented a large-scale project for the implementation of independent work of students, in which students have the opportunity to take an active...
part in various workshops, conferences and workshops. By participating in such activities, students learn the skills of independent work, are included in various projects organized within its framework. The target audience is bachelor's and masters. Technologies used in the equipment of cabinets allow making the space interactive. Innovative processes motivate students to perform tasks; it allows you to structure the work in a special way and increase the level of project activity. The project includes specially equipped spaces for teachers, high-tech educational space, classrooms and areas for independent students’ activities, multifunctional educational spaces. Here students can develop creative initiative, independence, responsibility, organization, research skills. In this process, the teacher performs only a consulting role, providing students with maximum opportunities for the formation of independence and creativity in the implementation of the project.

IV. CONCLUSION

We have considered the implementation of project activities by students of high educational institutions in the conditions of implementation of state standards of the new generation. Project activity is the leading direction in the work of higher educational institutions. Within the Federal state educational standards, higher schools organize project students’ activities, activating their independence and contributing to the formation of the necessary competencies.

At the same time, we note the importance of creating appropriate conditions in which students carry out project activities. We have shown the value of the educational landscape as a factor that allows including students in various kinds of project activities. The University systematically implements the project on the organization of independent students’ activity, within it makes the appropriate conditions for the development of educational (including project) activities are created.

REFERENCES

3. Markova, SM; Zanfir, LN; Vaganova, OI; Smirnova, ZV; Tsyplakova, SA Department of educational process in conditions of implementation of interactive training of future engineers (2019) AMAZONIA INVESTIGA Vol. 8 Núm. 18: 450-460
11. Ilyashenko, LK; Markova, SM; Mironov, AG; Vaganova, Ol; Smirnova, ZV Educational environment as a development resource for the learning process (2019) AMAZONIA INVESTIGA Vol. 8 Núm. 18: 303-312.
12. Ilyashenko, LK; Gladkova, MM; Kutepov, MM; Vaganova, Ol; Smirnova, ZV Development of communicative competencies of students in the context of blended learning (2019) AMAZONIA INVESTIGA Vol. 8 Núm. 18: 313-322.
17. Lobov K. Ilyashenko, Zhanna V, Smirnova, Olga I, Vaganova, Elena A. Chelnokova and Svetlana N. Kaznacheeva, Methods of Conducting Practical Training on the Subject “Power Sources for Welding”. International Journal of Mechanical Engineering and Technology, 10(02), 2019, pp. 904-914.
Project Activities in the Context of the Implementation of State Standards of the New Generation


AUTHORS PROFILE

Salyaeva Elena Yuryevna. candidate of Pedagogical Sciences, Associate Professor, "Institute of food technology and design" - branch of the State budget educational institution of higher education "Nizhny Novgorod state University of engineering and Economics", associate Professor of mathematical and natural Sciences
Email: lena987993@yandex.ru

Smirnova Zhanna Venediktovna. candidate of pedagogical sciences, associate professor of the department of service technologies and technological education, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russian Federation. Scientific interests: development of the content of vocational training. The introduction of modern educational technologies in the educational process. Education: Nizhny Novgorod State Pedagogical University, 2007 Professional development: project management and fundraising in the scientific and innovative and innovative activities of the university. Moscow, Russian State Social University 2012 .

Vaganova Olga Igorovna. Candidate of Pedagogical Sciences, Associate Professor of the Department of Vocational Education and Management of Educational Institutions, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russian Federation. Research Interests: Designing the content of vocational training. The implementation of modern educational technologies in the educational process. Education: Volga State Engineering and Pedagogical Institute, specialty "Vocational training", 2000. Professional development: Project management and fundraising in research and innovation and innovative activities of the university Moscow, Russian State Social University 2012 .
Advanced training: The use of information and communication technologies in professional activities (Internet technology module for interactive interaction in e-learning), Nizhny Novgorod, 2015 Theme of the dissertation research: Methods for estimating the amount of educational material to be memorized in the course of mathematics in secondary schools

Galkina Elena Nikolaevna. "Institute of food technology and design" - branch of the State budget educational institution of higher education "Nizhny Novgorod state University of engineering and Economics", associate Professor of mathematical and natural Sciences

Sirotyk Svetlana Dmitrievna. Candidate of Pedagogical Sciences, Department of Undergraduate (Economic and Management Programs) Federal State Budget Educational Institution of Higher Education «Togliatti State University»

Streyapikhina Anna Aleksandrovna. "Institute of food technology and design" - branch of the State budget educational institution of higher education "Nizhny Novgorod state University of engineering and Economics", Associate Professor of the Department of Humanities

Bystrova Natalya Vasilievna, candidate of pedagogical sciences, associate professor of the department of professional education and management of educational institutions, Nizhny Novgorod State Pedagogical University named after Kozma Minin. Scientific interests: development of the content of vocational training. The introduction of modern educational technologies in the educational process. Education: Nizhny Novgorod State Pedagogical University, majoring in “History Teacher”, 2003. Professional development: project management and fundraising in the scientific and innovative and innovative activities of the university. Moscow, Russian State Social University 2012 .
Further education: Program “Electronic educational resources: from multimedia to virtual worlds”, Kazan Kazan (Volga) Federal University 2013. Theme of dissertation research: FORMATION AND DEVELOPMENT OF A SCHOOL EDUCATION SYSTEM IN NIZHNY NOVGOROD PROVINCE In 1917-1930 .