

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



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**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].

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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;

studying the accumulation of experience, with the goal of rapid adaptation and inclusion in professional activity; creating the conditions for more dynamic development of competences [13]. Through the organization of project activities, it is possible to develop the competitiveness of the individual in general [14].

The subject of the project activity is the scientific product, the final result, to which the project team sought initially. The object of design is most often the educational process or space within which the object and the object are [15].

Scientists are typologizing project activities differently. Someone focuses on the degree of students' independence in the performance of work and offers the following options for dividing projects. The first type contains the active involvement of the teacher in the student's work [16]. The teacher as a project manager provides students with a ready-made version of the formulation of the research problem outlines solutions [17]. Students are only engaged in an independent search for solutions to the selected problem [18]. The second type includes the teacher's formulation of the problem, but students are looking for solutions on their own. At the same time, a collective search for a solution to the problem is allowed [19]. The third type is the highest level of students' independence of activity, as students themselves pose a problem and try to find ways to solve it [20]. Other researchers are typologizing projects for leading nature activities: search; research; creative; games; practice-oriented [21]. Also, projects can be characterized by coordination: with explicit coordination (coordinator is the teacher who directs the work of students as necessary); projects with hidden coordination (there may be involved a third party, a specialist in a certain area, however, with full awareness of the teacher).

### 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 1 Evaluation Criteria for project activities**

Components of the project	Criteria
Statement and validity of the problem	Relevance of the problem, correctness of setting goals and objectives, correspondence of the theme and content of the work
Conducting theoretical research	Completeness and depth of research (number and quality of sources used), scientific novelty, availability of critical analysis
Implementation of the practical part of the project	The independence of the work, the reliability of the sources used
Design of the results	Literacy, clarity and consistency
Presentation of project results	Structured materials, correct answers to questions, the use of professional vocabulary, the degree of knowledge of the topic

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 bachelors 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 higher 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.

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