



Data wpływu/Received: 14.10.2019
Data przyjęcia do druku/Accepted for printing: 12.12.2019
Data publikacji/Published: 29.12.2019
Licencja/License: CC BY-SA 4.0

OLGA PETROVSKAYA ¹, **DMITRO PAVLENKO** ²,
DMITRO ZAIETS ³

Project Management of Teachers and Teachers in Educational Institutions

¹ ORCID: 0000-0002-4902-0032, PhD student of the Department of adult education of the National Academy of Sciences of Ukraine. M.P. Drahomanova, Ukraine

² ORCID: 0000-0002-1310-738X, postgraduate student of adult education department National Pedagogical Drahomanov University, Ukraine

³ ORCID: 0000-0002-8271-5899, PhD student of adult education department National Pedagogical Drahomanov University, Ukraine

Abstract

Based on literary sources and scientific articles on pedagogy and also guided by the results of our own pedagogical experience we substantiated the importance of the teaching program implementation through the content lines of the different subjects through the project activity realization during the education period in order to form the key competencies responsible for students' socialization, active personal formation and ease of adaptive period of teenagers' transition into adulthood. The research emphasizes on the dominant role of the cross-cutting project activity as a method of knowledge obtainment in the research process during the implementation of the concept of the New Ukrainian school and the importance of the project activity organization form and method correction.

Keywords: project activities, competence, Generation Z, integration, through content lines, socialization

Introduction

The success of modern man is largely determined by the ability to organize and plan his life. Children's adaptability to the new social roles of adulthood depends significantly on the performance of the school at the stage of personality formation, in learning to determine the purposes and perspectives, to make an action plan, the ability to find and attract the necessary resources to accomplish the task. The purpose of scientific research is to ensure the socialization of the

younger generation through the development and implementation of the projects integrated in the Educational Foundations. The objectives of the study include some theoretical substantiation of the training modernization necessities in the Educational Foundation reform, the conceptual-categorical apparatus analysis of the integrated project activity organization, the structural-organizational and structural-functional analysis of educational systems (cycles of training organization) and theoretical substantiation of the methodology development in order to organize the project activity at all the levels of the educational process management in the Educational Foundations. Organizational projects, educational projects and individual projects are seen to be the subject of the research. The object of the study is the integrated design of training organization in the Educational Foundations. And the institutions considered in this research are the establishments of the different organization forms, categories of employees, students and different categories of teachers.

A significant problem of social development is the misjudgment of the academic qualification values in comparison with the individual professional values and the acquired individual competencies. The diplomas and certificates obtained are not evaluated by the quality of acquired skills and qualifications, but gained by the fact of the studies. There is a periodic division of public views regarding the importance of one scientific field knowledge over the other. Numerous studies conducted in Ukraine and abroad showed that most modern leaders in politics, business, art, and sports are people having a project-like mindset. The new school has the prerequisites for project thinking development. The project method was based on the concept of pragmatism. It allowed developing the training organization methodology with the introduction of the new modernized approaches. J. Dewey William Kilpatrick developed a “project-based learning system” or the project method.

Main part

The European Council identified self-realization and growth, active civic and social standing and employment, communication skills in native and foreign languages; mathematical and computer literacy, basic competences in science and technology, social and civic competences, a sense of innovation and entrepreneurship, cultural awareness and ability to express themselves in this field as indispensable to all individuals. In turn, the Ministry of Education of Ukraine attributes to the key competences of the New Ukrainian School (primary education) such competences as the fluency in native language, ability to speak native and foreign languages, mathematical skills, environmental knowledge, information and communicative competences, civic, social and cultural competences, innovativeness, entrepreneurship and financial literacy, competences in the natural sciences, competence in the technology usage, etc. For the secondary and senior school students

as well as for the elementary school students, who do not study according to the primary school standards, the key competences are the ability to learn and speak state, native and foreign languages, mathematical skills and basic competences in the science and technology field, information and communicative competences, social, civil, cultural, entrepreneurial and health-saving competences. Independent knowledge acquisition and systematization, an ability to navigate the information space, an ability to see problems and make decisions, an ability to think critically are developed precisely through the project activity.

The project method is a pedagogical technology, focused not on the actual knowledge integration, but on the application and acquisition of some new knowledge and experience. The active involvement of the student into the process of certain project creation gives an opportunity to learn new ways of human activity in the sociocultural environment. The project method as an educational technology embodies a set of ideas, most clearly represented by the American educator and philosopher George Dewey (1859–1952). He believed that the basic education principle is the formation of the child's latest skills, which gives an opportunity to satisfy all everyday demands in the real-life conditions. The project method in school education can be considered as an alternative to the class-lesson work form. Quality student project in the context of modernity is a form of child's expression, the manifestation of the received project knowledge and its implementation in a clear and understandable form. But it should be noted that this method places a huge responsibility on teachers. One of the biggest successes of education reform is undoubtedly an academic freedom for teachers to choose the forms of lesson organization, to submit the new lesson forms and to validate the studied materials, planning their own educational activities, particularly in elementary school. The teachers also got some freedom to implement comprehensive development and formation of the child's character, a possibility to realize the child's talents, skills and abilities in life according to age and individual psychological and physiological characteristics and necessities of the individual. Thanks to the education reforms it became possible to achieve the formation of axiological self-development, acmeology curiosity, creativity, personal demands, self-improvement, ensuring the quality and security of life in a democratic and information society, scientific knowledge, educational and research innovative programs of self-improvement. This type of education is now recommended and approved in the education foundations' work, which is aimed at the socialization of the younger generation. And it is widely introduced in the educational institutions and teachers, strategists, innovators implementing the latest approaches to the modern methodology paradigm of the sustainable science, education and innovation development.

Based on personal experience, interests, and necessities of each student and the class as a whole, a teacher has a right to select a project by activity type (re-

search type, creative type, applied type, information type, role-playing type, etc.), duration (short, medium, long), a substantive area of knowledge (integrated, subject-oriented), the number of participants (individual, group), the nature of coordination (direct and indirect forms of control). According to the project method the main task is to do a combined children's research work together with the teacher in the sociocultural environment. Students adhere to the acmeological trajectory success of planning, execution, analysis, evaluation and understanding of their own reasoning, interpretations. The key to the educational project effectiveness is the Smart-direction that in today's globalized world realizes the necessity to adapt to the intensity, speed and information volumes, which grow extremely, improving training materials, requiring constant updates, continuous correlation of the forms of educational process realization, for its conformity with the requirements of the quality and safety of modern life. The labile trajectory of learning in an interactive educational environment with the help of access-free information and network content is provided by portable education obtaining technologies. The expected outcome of Smart education is Smart society (not only are the educational institutions, but also the teaching staff, the world community integrated into a single system to do the common educational activities on the Internet).

In order to increase the level of students' motivation, both administration and teachers have an opportunity to organize the training process in the educational institutions with the systematical usage of the project method for the development of integrated interdisciplinary training with a combination of science, language, literature, mathematics, social sciences, technology, arts and crafts for 2-9 grade students. The algorithm of project activity organization in the educational institutions is elaborated in the sequence of stages. First stage is to carry out the monitoring of teachers' potential, screening of integrative interconnection possibilities and systematic synergetic interaction of the training organization in the educational institutions as a form of the younger generation socialization, identification of teachers' creative approaches in the projects. Second stage is an organization of the work group created by the teachers-innovators of the General Secondary Education Institution to develop, substantiate and implement the projects (cross-border world, regional, local, local levels). Third stage is a creation of a team formed to carry out the project activities of different organization levels. Fourth stage is to take the integrative strategic plan measures of the educational process organization technologies, mechanisms, forms and methods' implementation. Fifth stage is a theoretical and methodological formation of the integrated project content, which is evaluated by the educational material of the methodological complex of subjects. Sixth stage is to make public the results of teachers' work through the public access to the project activities covered in general. The administration of the educational institution should take care of in-

forming the teaching staff about the project work successes and problems, if necessary, involve the rest of the team in issue solving process, form a positive attitude towards the project work and teacher-executors. Last stage requires the teachers of the pedagogical council being involved in the project implementation process in case the school chooses a project activity as a profile. The purpose of the administration is to search for professional activity areas and inherent types of work in an individual teacher with methodological support for its implementation.

The first-grade students, studying according to the standards of the New Ukrainian School, have a possibility of cross-sectored integration, provided by the typical educational programs created by Shiyani and Savchenko. According to the program of Shiyani the natural, civic, historical, social, health, technological, and informative educational fields are integrated into the subject "I am exploring the world". Approximate distribution of hours between educational sectors within this integrated subject is like this: language and literature - 2; mathematical - 1; natural, technological, informational, social and health safety, civil and historical - together 4 for 1 grade, 5 - for 2 - 4 grades. According to the Savchenko program the subject "I am exploring the world" brings together the natural, civic and historical, social and health care sectors. In both programs, the integrated course "Art" is aimed at the formation of cultural values in the process of learning about art in general and artistic and creative expression in personal and public life. Fostering respect for the national and world artistic heritage can just as well be taught as separate subject like "Fine Arts" or "Musical Arts". This differentiation greatly facilitates the project activity organization in elementary school and emphasizes its importance, because during the project implementation children form a special perception of learning. For them education is not some boring learning material, but a way to achieve the goal. The activities of the students are clearly traced to the results of their achievements.

An important sign of the project method relevance for today's school is an ability to adapt to life, socialize children of N-generation. In Ukraine, the N-generation includes children and adolescents less than 16-18 years old (modern generation of 21st century students with the digital perception of reality, the generation of "N" digital people, related to the information and telecommunication networks of social interaction). The information environment in which N-generation lives has a significant impact on the personality development. The main features of this generation are impatience, focusing on the short-term goals, and dependence on the Internet, code-perception and display of information. Information is perceived more easily with technology than by people, and the virtual world is at the forefront. Specific psychological and pedagogical classifi-

cation features of N-generation include hyperactivity, a tendency to perceive and reproduce reality in the models of algorithmic behavioral motivation and sensory deprivation.

Conclusions

The integrated training project formation in the educational institutions occurs on the author's algorithm as a form of younger generation socialization. Firstly, the screening and diagnostics of teacher's potential synergies of training modules in basic training of 5–9 grade pupils, integration through meaningful lines of disciplines, both scientific and in the humanities. Secondly, the quality monitoring of educational process through the effectiveness results of the teacher and student work to obtain the modern scientific knowledge. Thirdly, the development of special metrics to improve the modern scientific knowledge quality. Fourthly, the assessment of the educational institution performance through the process of organization method development in the institution education system. Fifthly, the relevance and systematization of the experimental evaluation results of the pedagogical exploration.

Literature

- Ridei, N. (2010). *Step Preparation of Future Ecologists: Theory and Practice*. Kherson: Publishing house OLDI-plus.
- Ridei, N. (ed.) (2017). *Multimode Principles of Postgraduate Education for Sustainable Development*. K.: Drahomanov NPU.
- Ridei, N. (ed.) (2019). *Management of Postgraduate Education Systems for Sustainable Development*. K.: Drahomanov NPU.
- Wagner, T. (2017). *Art to Teach. How to Prepare your Child for Real Life*. K.: Nash format.