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## ODDÍL 4. PEDAGOGIKA, VÝCHOVA, FILOZOFIE, FILOLOGIE

§4.1 *PROJECT-BASED LEARNING TECHNOLOGY IN THE SCHOOL GEOGRAPHY COURSE* (Nepsha O., Bogdan Khmelnytsky Melitopol State Pedagogical University)

**Introduction.** Independent work on solving a problem, obtaining a specific result and its public presentation is a project activity. Taking into account the experience of national pedagogy, we come to the conclusion that in modern education, project activities should be used not instead of subject-specific systematic learning, but together with it, as a component of the education system. Thus, the goal of a modern school is to teach design as a kind of general educational universal skill, as a kind of competence. The whole complex of didactic psychological, pedagogical, organisational and managerial tools that allow, first of all, to form the student's project activity, to teach the student to design is called project-based learning. The formation of project activity within the classroom system is possible in the case of transferring the educational goals of the educational process to the goals of the two pillars. Since designing is the sequential implementation of a clearly fixed sequence of stages, each of which implements a certain skill, we come to the conclusion about the elementary formation of design skills, and then combining them into one whole [3, P.423-424].

**Presentation of the main material.** In the case of school geography, project-based learning options involve performing project tasks not only in a lesson or a number of lessons, but also performing tasks outside of class time using the surrounding reality as a laboratory in which the process of cognition and formation of relevant skills and abilities takes place [5,7,8,14].



An educational project can be described as a form of methodological work aimed at studying a specific subject, topic, event or phenomenon [15, P.45]. In pedagogy, a learning project is seen as a joint educational, cognitive, creative or playful activity that has a common goal, implemented through methods aimed at achieving the intended result [6, P. 205].

The project method is a complex educational method that makes the learning process individual, enables the student to show independence in planning, organising and controlling their activities, and to be creative in completing learning tasks [2, P. 14].

According to V. Assaul, with the help of project-based learning, children learn the whole technique of solving problems: from setting a problem to presenting the result. Projects can be related to a wide variety of areas of human activity, so students get acquainted with «adult problems», acquire skills in solving current problems and issues related to the environment, economy, natural security and human safety. Through this experience, they are introduced to the world of production, marketing, business and various other important industries. The connection between theoretical knowledge and practical skills is achieved [1].

The objectives of project-based learning are represented by the following positions:

- promoting the increase of everyone's confidence in the possibility of self-realisation through living in a «situation of success», which gives the pupil the opportunity to feel significant, confident, capable of completing a project task and to realise himself, his capabilities and his contribution to the common cause of project implementation and, as a result, to feel the awareness of personal growth and self-development;
- realising the importance of teamwork for obtaining results, the role of cooperation, joint activity in the process of performing creative tasks, and thus contributing to the formation of communicative qualities of personality;



– formation of research skills in identifying a problem, problem situation, formulating and proving a hypothesis, conclusions based on the results of project research, etc. [9,11,13].

The principal features of the considered technology of project-based learning are:

– emphasising the students' attention to the practical significance of the acquired knowledge and the formation of personal interest in its acquisition, based on the need to solve the proposed project tasks;

– free choice of project activities by pupils, which ensures that project participants are enthusiastic about the activity and, ultimately, determines its effectiveness;

– the possibility of designing cognitive activities not only in the context of one subject, but also in other subjects of the curriculum;

– students realise the importance and necessity of versatile knowledge in the process of project tasks [9,10].

Students' activity in the project contributes to the development of moral, intellectual, creative personality traits; allows to learn to identify problems and find their solutions; involves independent creative work of students; ends with the practical implementation of projects; develops cognitive skills; enables orientation in the information space, develops the ability to integrate their knowledge [11, p.74-75].

Successful completion of project tasks requires preliminary acquaintance of students with the structure of the project and accustoming them to strict adherence to this structure.

According to the nature of the activity dominating in the project, there are research, creative, role-playing (game), orientation (information), practice-oriented (applied) projects [4,10,12]. Let us consider the characteristic features of these projects.



*Research projects.* This type of projects is completely or almost completely subordinated to the logic of scientific research. Project development requires the following activities: identification of the research problem, argumentation and formulation of the research topic, definition of the object, subject, tasks and methods of research, search and selection of information sources, proposing a hypothesis, its proof, discussion of results, conclusions, drawing up the results and their presentation, identification of new problems revealed in the process of research and outlining the further direction of research.

*Creative projects.* Such projects imply registration of the results in the form of a video film script, dramatisation, holiday script, almanac, album, diary, etc. Creative projects do not have the structure of scientific research, joint activity of pupils develops, subordinating to the form of presentation of research results. Role-playing (game). The dominant activity in such projects is role-playing. The structure of the activity obeys the rules of playing the roles assumed by the project participants.

*Familiarisation and orientation (informational).* This type of project is aimed at finding and collecting information about an object. It can be demanded in the aspect of the school geography course when studying natural-territorial complexes, natural-economic systems, geography of the world economy, global and regional problems of mankind, etc. Projects of this type require a well-thought-out structure, systematic correction of the project participants' activities in the course of information search and processing, and appropriate forms of presentation of the collected information.

*Practice-oriented (applied).* This type of projects differs from the previous ones by a clearly defined end result of the activities of its participants. In the aspect of the school subject of geography, such projects have a pronounced local history orientation of a practical-oriented nature. The structure of project activities must include recommendations for changing or adjusting the object of study.



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Practice-oriented projects require a carefully thought-out structure, specific participation of each pupil, reasoned conclusions, project design, presentation of results, and proposals for practical use of the results of pupils' project activities.

Mono-projects and interdisciplinary projects are distinguished by subject and content area. Mono-projects are carried out in the aspect of content lines of one subject (geography). In order to choose the problem of project research, the most significant and complex topics of the curriculum sections are determined. Of course, it is also possible to draw on knowledge from other subjects when working on a project.

Such projects also require clear structuring by stages: defining goals, tasks and types of cognitive activities at each stage, predicting the knowledge and skills that pupils should learn at each stage of the project. A monoproject involves working in groups and defining the role of each student, with the choice of role participation being made by the students themselves, and the form of presentation of the final result being chosen by them.

Research, creative, role-playing, familiarisation and practice-oriented projects are carried out in the monoproject format. For example, the topics of environmental projects can be: «Nature and ecology of our area», «Green lungs of our city», «What we breathe», «Water we drink», etc.

*Interdisciplinary projects.* The peculiarity of such projects is that they require the knowledge of pupils from several, often quite unrelated subjects. As a rule, they are carried out outside school hours. They take a long time to complete, require clear structuring by stages, specificity of tasks, skilled co-ordination of students' actions, and well-coordinated work of all creative groups of students.

Projects with open and hidden coordination are distinguished by the nature of coordination of activities of executors.

*Projects with open coordination.* In such projects, the coordinator, usually a teacher, coordinates the activities of groups or individual students in order to fulfil



the projected tasks. If necessary, he/she takes over the organisation of individual stages: organisation of meetings, interviews with specialists, development of questionnaires, etc. The coordinator is also responsible for the implementation of the project.

*Projects with hidden coordination.* In such projects the role of the coordinator is not visible to the project participants. He usually acts as one of the full participants of the project. As a rule, projects of this type are not used in school practice.

By the number of participants, projects can be: personal, when two students in different grades participate in the project activity, or one student carries out the project; paired, carried out by two students of the same class; group projects, when to carry out the tasks of such a project it is necessary to organise groups united by a common goal of the project, but having different tasks to achieve it.

Short-term, medium-term and long-term projects are distinguished by the duration of the project. Short-term projects are carried out in the content areas of one subject during one, two or three lessons. If necessary, knowledge from other, usually specialised, subjects can also be used. Medium-term projects (from a week to a month) and long-term projects (from a month to several months) are, as a rule, cross-subject projects and involve research on a topical, practically significant topic. Such projects are most often carried out outside school hours and can be part of an extracurricular activity programme.

The technology of project-based learning is realised in the structure of the selected project [10]. In this case, regardless of the type of project, its structure is represented by successive stages.

*The first stage* – the stage of project task development involves the following activities:

- choosing a topic, from the topics proposed by the teacher or students themselves, the type of project, determining the number of project participants;



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– identification of problems in the project topic that need to be investigated in the aspect of the planned topic and selection by each student of one of them, on the fulfilment of which he/she will work within the framework of the general project;

– formation of creative groups of pupils in accordance with the chosen areas of research.

*The second stage* is the work of the participants of the creative groups on project tasks. The teacher acts as an organiser. His/her activity consists in consulting and coordinating the activities of both individual pupils and creative groups, in stimulating their search and research activities. At this stage, the following types of pupils' activities are distinguished:

– information collection, which, depending on the project tasks, can be carried out by conversation, questionnaires, study of documents, archival materials, electronic, cartographic and other sources of information, research results of project participants;

– analytical work on the collected material (selection, processing and analysis of the information obtained);

– searching for an answer to set tasks, proposing hypotheses based on the results of analytical work on the collected material on the topic of project research, discussing and justifying them;

– choosing the right decision in the process of discussing the results of the research.

*The third stage* is the formalisation of the results. At this stage, the students, with the teacher's help, initially in groups and then in co-operation with other groups, draw up the results of the project work.

*The fourth stage* is the presentation of the project. The students report the results to the teacher or a competent committee, and the teacher organises an





expert evaluation of the students' results. The experts may be scientists, parents, employees of relevant industries or enterprises, or high school students.

*The fifth stage* is reflection. At this stage, the results of the project work are evaluated and self-assessment of the work is carried out by pupils themselves, taking into account the opinion of experts or a competent commission [13].

The parameters of the external evaluation of the project are:

- significance and relevance of the problems put forward, their adequacy to the studied content of the educational material;
- validity of research methods and processing of its results;
- activity of each project participant in fulfilment of tasks in accordance with his/her individual capabilities;
- collective nature of the decisions made;
- the nature of communication and mutual assistance of the project participants in solving its tasks;
- necessary and sufficient depth of students' immersion in the research problem, involvement of knowledge from other subjects of the curriculum;
- evidence of decisions made, ability to argue their conclusions and findings;
- aesthetics of the design of the results of the project;
- novelty and creativity in presenting the results of the research;
- the ability to respond to questions from opponents with evidence and reasoning.

**Conclusions.** The use of the project method in the school geography course is relevant and necessary, as it can act as one of the methods of problem-based learning that activates and deepens knowledge, allows teaching independent thinking and activity, and provides an opportunity to teach group interaction, which is important for the socialisation of students.



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