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ACTIVE MODEL OF PROJECT TRAINING

Annotation. The practical use of the results and the value of the theoretical review offered in this paper is that the research analyzed modern pedagogical approaches to the implementation of educational technologies to determine the ideas regarding the methods for implementing and analyzing the effectiveness of using. This position paper is to show in the course of experienced and experimental work in student's groups also the model of a project and game training on fixing of practical skills of ethnocultural designing was approved. This model included the following types of project activities: search and forecast activities, development of the detailed design and project concept, carrying out business game for examination of projects, protection and public presentation of project works.

Keywords: model; activity; training; methodical; development; implementation; educational group; creating, knowledge, ability; criteria, stage, presentation.

Introduction

The subject of the article is to search and forecast design stage takes the important place in the educational pre-project and project work of students. At this stage they should carry out a number of tasks.

Starting development of the detailed design, to determine accurately for itself on what way designing will go and that it is more reasonable – to perform reconstruction, reorganization old or development of essentially new objects, processes, technologies in the ethnocultural environment. At the same time to estimate not only the probable directions of development of a designed project, process, the phenomenon, but also possible social, cultural, economic, psychological and other consequences of implementation of the project. It is also necessary to find and to comprehensively prove alternative and, as a rule, compromise solutions of a problem, to defend the line item in discussions with group, understanding at the same time that nothing guarantees against adoption of wrong decisions [1].

The listed tasks have search character and at the same time require forming from students of skills of scientific forecasting.

As object of search and forecast activities local problem situations usually are considered. Each of them represents such set of factors (real working conditions, life, leisure of people, features and traditions in methods of communication, behavior, consumption of the spiritual benefits, etc.) which in a certain combination actively



influence also the ethnocultural environment, and activities of people in this environment.

Each student working on the project needs to constitute for himself at least the elementary forecast – reasons for the problem elected by him. The essence and its sense come down to the following plain form: from the analysis of today's condition of a problem (either an object, or process) to search, assessment and the subsequent reasons for alternative versions of the acceptable solution of this problem, or determination of the probabilistic direction of development of this object or process in the absence of the adjusting decisions. From the author of the project it is required not just "to issue" several samples of the decision, but also to make multilateral social, economic, cultural, technical, legal case of possible consequences of these decisions [2].

Materials and methods

Objective difficulties at a stage of forming of the detailed design are connected with the fact that most of students, especially first-year students, doesn't possess vision and understanding of a problem situation, don't own skills of recognition and ranging of ethnocultural problems, without having understood for themselves what of these problems can be solved at the ordinary, individual level and what are valid for all segments of the population. Especially big difficulties as witness our observations, cause the whole stratifications arising in an ethno-environment, complexes of problems not of a uniform order in students - economic, organizational, social and psychological, legal.

The detailed design, as a rule, contains original, main conditions to which there shall correspond the project. In our educational experimental study, the detailed design was, as a rule, formulated on behalf of "customer" – on behalf of an initiative group of the population, municipal body, public organizations, funds and movements, commercial structures, rent, small enterprises. On the basis of the detailed design authors pass to development of project concepts.

The project concept in an accurate form reflects orientation, installation of the author to semantic content, a resulting effect of the model designed by it, process or the phenomenon in the sphere of free time. The concept essence to a large extent comes down to preserving balance, balance of different types of welfare activity, real representation of the author that will give his project for the most offered organizational structure (the center, consolidation, studio, a workshop, etc.), and that for satisfaction of demand of inhabitants of adjacent society, implementation of their leisure preferences and requirements.

Results

The project concept acts in the form of short theses where each of authors states peculiar creative "credo", the vision of a designed project or process in dynamics, the prospect of development. In total three mutually crossed parties: substantial (that is offered to be done), functional or technological (as it is offered to do), and organizational (in what form, structure we unite in order that to do it).

This "credo" can express not only the personal point of view of the author, but also a line item of the initiative group standing behind it, the community understanding the problems, aiming at self-determination, self-organization.

The main features of these methods:



- Problem statement. Teacher gives the topic that requires a collective decision;
- The teacher is involved in discussion, but does not occupy a dominant position and allows each student to express his or her views;
- Review of the problem from a different perspective. This gives students the opportunity to come to a common result;
- The teacher does not give a direct answer, but provides consultations in problematic issues.

According to a preliminary task the educational group did considerable work on studying of necessary sources, attraction of results of fact-finding practice in leisure organizations, to the analysis of these social researches among student's, young workers, etc. [3].

For accumulating of bank of the ideas according to various project concepts of NCC various options of business situational games are attracted, we used one of them – group option of "brainstorming". The teacher brought methodical development of a game, specific recommendations and recommendations about its preparation and carrying out to educational group beforehand. Each participant of a game surely alternately performed various functions: captain or team member; judge or group of experts; the member of "press center" or editing group on preparation of the abstract of a game.

In order that the group could formulate accurately and consciously the project concept, state its essence, and as required prove its social, economic, pedagogical importance and sharpness, we considered extremely necessary to arm teams with initial information: results of social researches, problem articles in popular and special periodicals, foreign sources, methodical materials, etc. In case of assessment of activities of group on forming of bank we made two initial demands. First, the group shall formulate and state rather competently own ideas and offers directed to forming of the project concept. Secondly, she is obliged to prove convincingly that her ideas and offers will give the expected welfare, etnopedagogical, ethno-psychological effect.

In a basis of development and implementation the initial principles of creation and functioning of the national cultural center are underlain:

1. All activities of National-cultural centers (NCC) carry a pronounced positive socio-cultural and social and pedagogical orientation.

2. All constituent elements of NCC in the course of their operation differ in high technical security and reliability.

3. The national cultural center is available and attractive to representatives not only one, but also other ethnoses, for all age, interests and tendencies, entirely answers recreational and hedonistic functions.

4. From the financial and economic point of view, the national cultural center (club) is economic, profitable, self-sustaining, profitable enterprise.

5. As essentially new type of the pedagogical center, the national cultural center is characterized by pronounced innovative elements, constructive and initiative, aimed at further development of the international cultural relations in the region.

Concepts, offers teams, weren't uniform in the creative novelty. In one cases authors didn't go beyond long ago developed, well-known forms and methods of activities. In other cases, the creative ideas led to high-quality enhancement of practice,



gave the grounds to speak about availability of innovative elements in the concept of the project.

To develop specially and economically reasonable concept of the project of the pedagogical center or a complex, the author-student, the listener need to own the whole block of data on that,

- 1) as he understands nature of ethnocultural development of the specific region;
- 2) as he estimates amounts, availability, a variety and cost of the services provided to the population within the daily and Sunday pedagogical occupations;
- 3) as he represents the problems of the organization of leisure of the population of the region existing now what ways and methods of their decision considers optimum in what he sees social consequences of the applied measures [4].

In this respect we can emphasize rather complete information from results of expert poll.

Actually the specialist's experts of the welfare sphere who are directly making the decisions on its development or which aren't accepting those usually are among the persons interviewed as experts.

Working off of the project concept gives the chance to the student or the listener to start accomplishment of the project. For this purpose, he gets the developed advice at the teacher (according to the schedule of individual classes in a rate). Together with the teacher the initial version of project development is planned. In subsequent the teacher exercises intermediate control of the course of independent work of the student, listener.

Extremely important means and ethnocultural designing innovative activities of each designer are result. The innovative elements directed to changes of an ethnocultural situation, search and crystallization of constructive initiatives in cultural life, development and deployment of innovations to the sphere of culture and leisure can be practically used at all design stages.

Ample opportunities for familiarizing of trainees with innovative activities, forming at them of taste and desire to search of nonconventional decisions, we can find in the game technologies connected with carrying out evidence-based project appraisal and the choice of probable mechanisms of its implementation.

Game on reviewing (examination) of projects of the national cultural center and project offers on the organization of its work was one of such project games [5].

Technologically a game didn't represent big difficulties. Devoted to search and examination of project concepts of family club, it typologically came down to forming, by means of brainstorming, "bank" of project suggestions for improvement of conditions of family leisure of inhabitants, to assistance to a family in the individual choice, designing and assessment of alternative forms of self-organization of leisure. Assessment of an optimal variant of favorable conditions for the organization of rational leisure of the polytypic families living in the residential district was an ultimate goal of a game.

In the opening speech the leader acquainted participants with the purpose and conditions of a game, a technique of its carrying out, additional sources. In group two teams on 5 – 6 people who alternately acted as team – the generator of project offers, the collective author of the project of the national cultural center, as team expert which estimated and "bought" the offered project were allocated.



This and the subsequent options of project games are expected the students and listeners who already have a sufficient socially important working experience. As a rule, it is groups of students' correspondence students or experts' specialists, a taking professional development course or retraining. In the course of the game they actively prove as the "donors" capable to bring a flow of original, non-standard project offers in programs of the solution of a specific problem. Besides, each of them not bad can cope with a role of future manager on "promotion" of offers of project development.

Creating team generator of the project and the command expert the teacher (leader) sees the purpose in problematic to orient participants, to impart them skills of diagnostics of a local problem situation and, depending on it, to determine specific activities. For this purpose, the leader, accurately designates an essence of a problem situation, reminding the main questions to contents of the project on which the team generator should formulate and state non-standard project offers and recommendations:

1. How by means of the national cultural center it is possible to overcome the most characteristic obstacles complicating the full-fledged organization of international cultural and pedagogical training of residents.

2. What role in the national cultural center will be able to be executed:

- cultural institutions, education;
- staff of the entities, associations, firms;
- club, recreation center, house of children's creativity, park, museum, library, etc.;
- municipal authorities;
- social teachers, teachers' organizers, social workers, etc.;
- the next microenvironment (friends, relatives, neighbors, etc.) [6].

The leader specified regulations of time for a team generator performance with a statement of the project no more than 10 minutes, for her answers to questions team of the opponent (she is an expert, it is "buyer") and audiences which include all other teams which aren't participating in this tour no more than 10 minutes. The jury estimated performances of teams on five-ball system.

More wide range of tasks was taken out in the course of carrying out the complicated option of a project game. The number of role groups, specific activities which depended on content of a local problem situation increased. For examination and development of offers on implementation ethnocultural projects, various on subject and content, from the bank of project developments which is available at department were recommended. The variety of role situations demanded scenario development of separate episodes of a game, determination of a perspective of general and group occupations [7].

The first stage of a game – a stage of business, professional examination. At this stage all participants of business game were divided into four teams of experts. Each of teams of experts-reviewers included group of "specialists" from among students, each of which estimated the project from the point of view of the specialty. The group was constituted: the leading expert on contents of the project, the social worker, the social teacher, the sociologist, the lawyer of a welfare profile, the director of leisure programs, the teacher on one of genres of amateur creativity.

In parallel option of project appraisal, the group of specialists' experts were created by other principle – representations from various welfare institutes: school (it



the deputy director for educational work represented), television, theater, a sports complex, parents' council (committee), technical training college, the entity, municipal body, etc.

Each of teams was handed one of four individual welfare projects uniform in a profile and content (for example, projects of the national cultural centers and clubs; drafts of the entertainment game program or folklore holiday; the projects connected with restoration of historical and cultural monuments, creation of towns and rest areas, etc.). Assessment from the professional point of view of an essence of the specific ideas stated in the project, recommendations and offers entered a task of team.

For objective project evaluation experts used the system of criteria recommended by teachers. The list consisted of the following criteria: relevance of the project for a modern socio-cultural situation; its realness and prospects from the point of view of the present market relations; economic profitability of the project; its social and pedagogical efficiency and compliance to present tasks of ensuring welfare rehabilitation, social protection of the population; originality of the ideas of the author, his thinking, specific proposals; the degree of an initiative, amateur performance and enterprise of the population provided by the project. Experts were also offered to determine, interactions, what of named below chains (axes), are most preferable to this project: a) organizers (children, children parents, youth, pensioners, etc.); b) participants (children, children parents, parents, youth, pensioners, etc.); c) sponsors (government, public, private entrepreneurial, cooperative and other institutions) [8].

The most difficult for participants of a game the element of examination is assessment of social consequences of the project or separate project offers. Really, not only to the student, but also the experienced specialist often not in power "to count" probable social return of this or that innovative solution in the sphere of culture and leisure. And case here at all not in lack of universal criterion of social efficiency of projects, and that the cultural environment, processes and the phenomena, characteristic of it, differ in multidimensionality as relations are diverse, behavior, orientations of people in this environment. Let's take, as an example, such variable as mobility of interests of people. Always there is a probability that the welfare sample created by us in the project can appear behind or away from momentary preferences and expectations of children's, teenage or adult audience.

The abundance of the parameters which aren't considered, and at times not giving in to accounting is characteristic of the modern ethnocultural sphere. As well extremely difficult happens to monitor influence of a project innovation on cultural life of the population of the region, the environment of this influence is so big. The second, third, fourth levels are behind direct levels of accustoming to environment

Therefore, owing to not readiness of the techniques and procedures allowing to correct these influences we considered considerably conditional assessment social and psychological and efficiency of those projects which appeared in process of business game.

In the conclusion prepared by each team on the project gave or a sign + "plus" that meant that the idea is recommended to implementation or a sign - "minus" that meant that the project needs completion, refining and is subject to return to the author. It is recommended, with participants of business game it was possible to review the evaluation criteria offered above, to enter new, modified, etc. [9].



Finishing project appraisal, the teacher has an opportunity of transition to the following, more difficult part of the game directed to development of the mechanism of implementation of welfare projects.

The second stage – the stage "implementations" of the project which received the sign "plus". The packet with the project recommended for implementation from group No. 1 arrived to group No. 2, in turn the group No. 2 gave the packet to group No. 1; similarly exchanged packets of group No. 3 and No. 4. At this stage each of groups acted as market "intermediary". "Intermediary" looked for and found most probable "customer", "sponsor" from among specific firms, banks, the modern entities or public organizations which could undertake financing and implementation of this project up to the end.

The third stage began with the fact that group of "intermediaries" turned into groups of "managers". They, being guided by the found "sponsors", developed all process of consecutive finishing the welfare project from a zero cycle to a resulting effect. At this stage of business game, we could find out what of the groups acting as "managers" managed to show a maximum of enterprise, flexibility, calculation, abilities to build the relations with possible partners on a mutually advantageous economic basis.

The final stage – a stage of completion and the final diagnosis of the project. At this stage each of role groups became the transformations group. Exchanging packets with the projects which received the sign "minus", groups aimed "to lose" by own efforts as if this project, to find the most acceptable option of its possible completion. In other words, each group actively worked on transferring project evaluation from "minus" to "plus", that is to make the project acceptable for implementation. After that the project returned to that group where passed the business, professional examination, for receipt of a feedback on implementation [10].

As for those projects which at this stage of the transformations group didn't manage to be brought to implementation level, they were exposed additional as to the called procedure of "welfare therapy". The group shall consider, discuss in detail and in details and then report on participants of business game positive sources of this project, offer at least the short constructive action program for its possible embodiment in the future.

The projects which didn't find the embodiment in practice arrived in "internal bank" where search of the interested organizations – customers for their implementation continued, and maybe for creation of new organizational structures if the existing structures aren't able to provide project implementation.

The final stage of project activities of students in educational process – the public presentation and protection of projects. The essence and a sense of the public presentation and protection of projects in the conditions of the market relations and commercialization of the sphere of culture and leisure consist not only in registration and assessment of a resulting effect of independent work of students (students and listeners), but also in attraction of a wide range of the interested partners and potential sponsors of project initiatives – on behalf of representatives of commercial structures, modern and small enterprises, cooperatives, the training, pedagogical centers, charity foundations, etc. In other words, potential "buyer" can consider the public presentation as a peculiar offer of project products as a peculiar public auction of projects with the



subsequent registration of the official legal relations between authors of projects and representatives of commercial structures [11].

The presentation and protection of the welfare project represent as an important element of check and assessment of knowledge, the skills acquired by students in the course of independent work on a rate "welfare activities". The public presentation and protection of projects gave the chance to generalize experience of the colleagues at the rate, to see strengths which can be adopted in projects to note shortcomings. During the project presentation protection, the author made the laconic report (to 10 minutes) in which he proved relevance of a subject, opened an essence of a problem and the social order connected with it, the characteristic of social and economic, psychological, moral effect. The author prepared also for answers to questions of the colleagues – experts and the invited guests in a project subject.

One of didactic tasks which is usually pursued during protection of individual student's projects is expansion of a discussion. We consider a discussion as an effective remedy of discussion of the project, project concept, the issue touched in the project – on the basis of collective search of the most correct, optimal solution. The discussion can sometimes turn into a basic dispute where participants argue various, mutually exclusive points of view.

The major methodical condition for expansion of a discussion on the project – allocations in the due author of the concept of urgent, socially sensitive, nodal issue. The second condition – presence at participants of a discussion of an extensive inventory of knowledge, the actual information on a project subject. Only in the presence of these conditions discussion of the project or its concept turns into constructive dialogue, free exchange of opinions where everyone can criticize any provision with which he doesn't agree. It is necessary to take care of the accurate and evidential argumentation as the main thing in a discussion – the facts, logic, ability to prove.

If during the presentation and protection it became clear that the subject of the project has something in common and it is even practically duplicated by other projects, to the author recommended not to be confused, and to try obligatory to allocate general in the solution of the decided problem and at the same time to emphasize the distinctive features of the project caused by specifics of the region, structure of the population, nature of proposed measures, etc. [12].

Then each of specialists' experts estimating the project according to the list of questions developed on its "specialty".

The public presentation and protection of projects in the form of the game situation stated above were under construction on forming of ability of trainees to analyze each project, and then to synthesize the obtained data. During discussion students learned to keep an open mind, to pay attention not to the separate facts and details getting to the center of attention of the specialist reviewer, and to all parties of the introduced draft in a complex. As one of features of the public presentation and protection of the project – availability of the game moment, elements of a healthy competition, the teacher saw the task in creating and supporting an emotional spirit of all participants of the presentation – protection.



The teacher and public jury summed up the general result, noted positive sides and shortcomings of the executed projects, brought overall assessment on each project, drew practical conclusions. The best performances of reviewers and an activity rate of audience (educational group) were at the same time celebrated.

Conclusion

In the conclusion we will make a reservation that it is necessary to apply for the comprehensive analysis of a technique of designing in educational process. In recent years' model of project training enough firmly affirmed as system of preparation and retraining of specialists in different fields.

From the academic perspective, using model of project training approach is aimed at developing competence by students and teachers, which implies a mastery of the methodology and terminology appropriate for pedagogical knowledge and the system of interconnections inherent in this field.

In general, active model of project training approach in modern professional practice allow effectively solving problems of professional activity in accordance with set standards.

Research principle in educational process is able to involve students directly in the learning process in comparison with traditional teaching. This principle requires the student to provide a free and creative approach to solving problems. The main methods of research training are problem-based learning and discussion.

The purpose of these methods: creative thinking development, expanding scientific horizons; collective research work skills' formation and development; skills' formation to apply theoretical knowledge and modern methods of scientific research in professional activity.

Thus, the introduction of the research principle and its integration with the real educational process will contribute to the formation of such personality traits as creativity, mobility, ability to work in groups. This contributes to a high-quality specialists' formation.

The research of this study students gain relevant skills and models of independent work, research work, they interact with each other having a desire to gain knowledge independently. Teaching of thinking occurs in the interaction between the teacher and the students in solving "real" problems, which imply the need of the teacher's questions and student responses. One should emphasize specific features of the teacher's role in such training. Availability of pedagogical technologies in higher education greatly simplify the learning process. However, in practice, few teachers are familiar with this concept including its theoretical and practical aspects. Based on the analysis of various research sources, the author of this article defined the model of project training, specified its methods, and outlined the most relevant way of its application, and specific features.

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Кулмагамбетова Светлана

АКТИВНАЯ МОДЕЛЬ ПРОЕКТНОГО ОБУЧЕНИЯ

Аннотация. Практическая польза результатов и ценность теоретического обзора, предложенного в данной статье, заключается в том, что в ходе исследования были проанализированы современные педагогические подходы к внедрению образовательных технологий с целью определения идей относительно методов внедрения и анализа эффективности использования. В ходе опытно-экспериментальной работы в студенческих группах была апробирована модель проектно-игрового тренинга по закреплению практических навыков этнокультурного проектирования. Данная модель включала в себя следующие виды проектной деятельности: поисковую и прогнозную деятельность, разработку рабочего проекта и концепции проекта, проведение деловой игры по экспертизе проектов, защиту и публичную презентацию проектных работ.

Ключевые слова: модель; деятельность; тренинг; методика; разработка; внедрение; учебная группа; создание; знания; умения; критерии; этап; презентация.

Құлмағамбетова Светлана

ЖОБАЛЫҚ ОҚЫТУДЫҢ БЕЛСЕНДІ МОДЕЛІ

Аңдатпа. Нәтижелердің практикалық пайдасы және осы мақалада ұсынылған теориялық шолудың құндылығы зерттеу барысында енгізу әдістеріне қатысты идеяларды анықтау және пайдалану тиімділігін талдау мақсатында білім беру технологияларын енгізудің Заманауи педагогикалық тәсілдері талданғандығында. Студенттік топтардағы тәжірибелік-эксперименттік жұмыс барысында этномәдени жобалаудың практикалық дағдыларын бекіту бойынша жобалық-ойын тренингінің моделі сыналды. Бұл модель жобалық қызметтің келесі түрлерін қамтыды: іздеу және болжау қызметі, жұмыс жобасы мен жоба тұжырымдамасын әзірлеу, жобаларды сараптау бойынша іскерлік ойын өткізу, жобалық жұмыстарды қорғау және көпшілік алдында таныстыру.

Кілт сөздер: модель; қызмет; тренинг; әдістеме; әзірлеу; енгізу; оқу тобы; құру; білім; білік; критерийлер; кезең; презентация.