

## PEDAGOGICAL CONDITIONS FOR THE ORGANIZATION OF PROJECT ACTIVITIES IN THE EDUCATIONAL PROCESS

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Project-based learning, Collaborative education, Teacher-student dynamics, Real-world application, Educational engagement



### Abstract

This article delves into the pedagogical conditions necessary for the effective organization of project-based activities within the educational process, emphasizing their role in enhancing the quality of education. Project activities are increasingly recognized as a critical component in modern education, fostering practical skills and collaborative learning among students. The article specifically examines key pedagogical conditions that facilitate successful project activities. These include the organization of team-based work among students during the preparation, implementation, and presentation stages of a project. Such teamwork not only nurtures collaborative skills but also enhances the learning experience by pooling diverse ideas and perspectives. Furthermore, the article highlights the importance of establishing subject-subject relationships between teachers and students in the course of project implementation. This paradigm shift from traditional teacher-student dynamics to a more interactive, mutual engagement is crucial in project-based learning, as it fosters an environment where students feel valued and actively involved in their learning process. Additionally, the formation of a subjective attitude towards public events is explored as a vital pedagogical condition. This aspect emphasizes the importance of engaging students in projects that are not only academically relevant but also socially and culturally significant. Such engagement ensures that students develop a deeper understanding and personal connection to the subject matter, thereby enhancing their overall educational experience.

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## Introduction

In the evolving landscape of education, the incorporation of project-based activities stands as a pivotal element in the quest to enhance the quality of educational experiences. This article delves into the intricate dynamics of project activities within the educational process, emphasizing their significance in elevating the caliber of learning outcomes. The adoption of project-based learning (PBL) strategies is increasingly being recognized as an effective approach to education, aligning with contemporary pedagogical needs and student expectations (Smith & Roberts, 2020). Project activities, by their nature, are multifaceted and demand a comprehensive understanding of the pedagogical conditions that facilitate their successful implementation. These conditions are not merely logistical but are deeply embedded in the pedagogical philosophy and teaching methodologies. A critical component of effective project activity is the organization of team-based work among students. This collaborative approach is not just a methodological preference but a strategic pedagogical choice. As Johnson and Johnson (2021) articulate, team-based projects encourage the development of essential skills such as collaboration, communication, and problem-solving, fostering a deeper and more engaging learning experience. Moreover, the establishment of subject-subject relationships between teachers and students during project implementation represents a significant shift from traditional educational dynamics. This approach, as highlighted by Lee and Carter (2019), promotes a mutual and interactive engagement, crucial in project-based learning environments. It underscores the importance of teachers and students working collaboratively, where teachers guide, mentor, and facilitate rather than dictate the learning process. Such a shift not only democratizes the classroom environment but also empowers students, fostering a sense of ownership and responsibility towards their learning. Additionally, the formation of a subjective attitude towards public events is explored as a vital pedagogical condition. It is imperative for students to engage in projects that resonate with real-world

scenarios and public events. This engagement is crucial for developing a holistic understanding of the subject matter, ensuring that learning extends beyond theoretical knowledge to include real-world applicability and relevance. Williams and Turner (2022) emphasize that when students perceive their projects as being connected to real-world issues, they exhibit higher levels of motivation and deeper cognitive engagement. In essence, the integration of project activities within the educational process demands a nuanced understanding of various pedagogical conditions. These conditions, encompassing the organization of team work, establishment of subject-subject relations, and formation of a subjective attitude towards public events, are essential for the cultivation of an educational environment conducive to effective learning. Through exploring these conditions, this article aims to provide insights into how educators can effectively implement project activities, thereby enhancing the overall quality of education and equipping students with the skills necessary to navigate the complexities of the contemporary world. The organization of project activity in the educational process is aimed at improving the quality of education. Project activities in the field of education are considered a new type of pedagogical technologies aimed at the formation of competencies in the field of projects. The organization of project activity in the educational process is possible taking into account the observance of pedagogical conditions that ensure its effectiveness.

### Research methodology

Defining the concept of "pedagogical conditions", we turn to the dictionary of S. I. Ozhegova, in which the concept of "condition" is interpreted as "circumstance from which something depends; a requirement presented by one of the contracting parties" (Ozhegov S. I., Shvedova N. Y., 1999). Many researchers (Y. K. Babansky, V. P. Bepalko, I. F. Isaev, A. I. Mishchenko, V. A. Slastenin, Y. G.



Table 1. Structure of the team's subjects' activities

Program section	The stage of work on the project	Student's activity	Teacher's activity
Motivational orientation	Preparation for participation	Defines his motives. Decides to participate in the project. Participates in the creation of a project group.	Stimulates interest in legal tasks. Introduces the essential characteristics of social design, helps in creating a project team.
	Problem selection	Formulates the ideas, the theme of the project, its goals and objectives.	Moderates discussions. Advises on the formulation of the subject matter and issues of the project.
Activity - based	Information collection and analysis	Participates in the formation of a micro group, searches for the necessary information, systematizes and analyzes it, discusses conclusions.	Conducts individual and group counseling. Helps in determining the strategy and tactics of solving project tasks
	Developing your own solution to the problem	Plans the solution of the formulated tasks, participates in determining the scope of responsibility of the group members according to the deadlines for implementation.	Advises
	Implementing your own solution to the problem	Carries out practical activities for the implementation of the project, as well as self-monitoring.	Consults. Coordinates the actions of designers. Takes direct part in practical activities.
Evaluatively reflective	Preparation for project defense	Forms a group for the presentation. Prepares project materials. Takes part in staging and rehearsal.	Provides consultations on issues related to the presentation of project results. Organizes rehearsals for defense speeches and answers to possible questions from opponents.
	Protection	Participates in project defense. Provides technical and multimedia support for protection	Organizes support groups
	Reflection	Evaluates the results obtained. Defines effectiveness of joint activities. Carries out self-reflection	Participates in the evaluation of the results obtained. Helps in assessing individual and collective performance

Tatur, E. N. Shiyarov) define pedagogical conditions through the complex measures aimed at

achieving projected pedagogical goals and tasks (Babansky Yu. K., 1989; Bepalko V. P., Tatur

Yu. G., 1989; Slastenin V. A., Isaev I. F., Mishchenko A. I., Shiyanov E. N., 1997). Pedagogical conditions are the result of selection, construction of methods, tools, forms, methods for achievement educational results.

In our work, the definition given by researcher N.M.Borytko is used as an instrumental definition (Borytko N. M., 2006). In particular, he believes that pedagogical conditions are external circumstances that influence the educational process designed by the teacher, assuming the achievement of a certain result. We identify the following pedagogical conditions for the organization of project activities in the educational process:

- 1) Organization of teamwork of students in the process of preparation, implementation and protection of the project;
- 2) Establishment of subject-subject relations between the teacher and students in the process of project implementation;
- 3) The formation of a subjective attitude to social events.

1. Organization of teamwork of schoolchildren in the process of preparation, implementation and protection of the project. It should be noted that the organization of students' teamwork in the process of preparing, implementing and defending a project is important, since the efforts of the student team should be aimed at solving a problematic situation and joint implementation of complex tasks. The organization of students' teamwork in the process of preparation, implementation and protection of the project should have the following characteristics:

- Formulation of a joint task;
- Organization of cooperation between project participants;
- Identification of the team leader and the executors of the project work;
- Formation of a team of like-minded people;
- Formation of communicative relations, norms of behavior, traditions in the group;
- Development of ways to make joint decisions;
- creating a favorable psychological environment in the group.

It should be noted that the team needs to

focus on the full development of collective forms of work organization. Tutors should create the necessary conditions for collective decision-making and joint task performance. At the same time, the team leader must have the skills to create and organize effective teamwork.

Lets look at the stages of teamwork in creating a group project:

1. Team formation (selection of team members in accordance with established criteria).
2. Getting a project assignment.
3. Formulation of the goals and objectives of the work on the project assignment.
4. Selection of forms, methods and tools for the implementation of the project.
5. Delegation of authority by the team leader.
6. Joint planning of the stages of work on the project by the project participants.
7. Selection of printed, electronic and Internet sources for collecting information for the implementation of the project.
8. Implementation of the project according to the forms, methods, means and planned stages.
9. Discussion of the results of the work on the project.
10. Create a multimedia presentation and a video recording of the presentation to protect the project assignment.
11. "Rehearsal" of the project protection in the group, followed by its discussion and correction of the details of protection.
12. Defending the project in front of the jury.
13. Analysis of the results of the project work, discussion of further plans for the project work.

In table 1, we presented the structure of the activities of the team's subjects.

### Literature review

Establishment of subject-subject relations between the teacher and students in the process of project implementation. This pedagogical condition provides for the redistribution of the roles of participants in the pedagogical process aimed at forming the activity and independence of students, transferring them to a position of

cooperation, leaving the teacher the role of coordinator, mentor, and facilitator of the educational process. Such a redistribution of roles ensures the effective formation of legal awareness of adolescents in the context of the organization of project activities.

In the process of project activity, the inner (hidden in everyday life) inclinations and abilities of schoolchildren are activated, such qualities as initiative, responsibility, independence, information activity are manifested, and conscious interest in relation to the conceptual apparatus of the legislative base is manifested.

In her work, E. A. Pevtsova draws attention to the fact that “the effectiveness and final effectiveness of activities, from the point of view of personal development of students, largely depends on the teacher’s willingness to provide the student with a certain level of independence, that is, willingness to transfer relations with the student to the subject-subject level” (Pevtsova E. A., 2004).

In the course of this study, compliance with this condition was carried out by providing each student with the opportunity to independently make a decision on participation in project activities. They independently, without the participation of a teacher, chose the topic of the project, selected the information necessary for the project, independently analyzed and assessed the degree of its need to solve the tasks of the project. The teacher realizes subject-subject relationships because he saw the great potential of his students as active team members. Thus, the subject-subject relations of students provide activities that, along with external indicators of compatibility, have an internal content leading to the self-development of participants in educational relations. It should be noted that the joint activity of the teacher and students in the development and implementation of the project requires a certain style of communication members of the project team. When discussing project problems, the teacher needs to show a positive attitude towards students, objectively assess their potential and achievements. It is necessary to strive to understand high school students, to design the trajectory of their personal development. The positive attitude of the teacher

contributes to the effective involvement of students in project activities. Such an attitude serves as a condition for the formation of students’ motivation to work on a positive change in society. 3. Formation of a subjective attitude to social events. The activity of a teacher should be aimed at encouraging students to purposefully independently comprehend the studied social phenomena. According to O. V. Galustyan, the functions of a teacher are to moderate, facilitate, consult, and coordinate the activities of students. As pedagogical experience shows, the organization of project activities is effective when the teacher is not just an outside observer, but also an active participant in the implementation of project work (Galustyan O. V., 2008; Galustyan O. V. 2015; Galustyan O. V.

2015). The relationship between the mentor and the students in the organization and conduct of work on the project is based on the following principles:

- Orientation of the mentor to motivate students to show personal independence and activity, initiative;
- Mandatory transition of the teacher and students to the position of active participants in collective activities, allowing each of the parties to make both independent and team decisions when organizing project activities;
- Communication between the teacher and the students, taking into account the uniqueness of each of the parties and their fundamental equality during the development and implementation of the project.

An important stage in organizing project activities within the educational process involves a reflexive value-based understanding of the project work. This reflexive process is vital, as it allows students to not only develop self-awareness but also to differentiate their roles in social groups and analyze their individual traits, including personal characteristics, strengths, and weaknesses. Reflexive activities contribute to a deeper awareness of one’s actions, relationships, and values, while also facilitating the reconstruction and reevaluation of these elements based on new insights. In the context of project activities, reflection serves a dual purpose. It acts as a

means of introspection and also as a tool for assessing communication skills and fostering self-development among students. Reflexive assessment of the subject matter ensures that students' activities are not only functional but also evolving and influential in their own personal growth.

To effectively utilize reflection as a mechanism for personal growth, it is essential to develop students' ability for reflective thinking in a pedagogically competent manner. This development is marked by an expansion in the breadth and depth of students' life experiences and their ability to establish authentic cause-and-effect relationships in their activities.

The cultivation of reflective skills is enhanced when students engage with the existing experiences of project activities. It is crucial for students to focus on the daily actualization of their reflective abilities. The material for reflection typically includes an analysis of situations arising from project activities, including challenges in communication and interpersonal relations. Through this reflective process, students gain a richer understanding of their experiences, enabling them to navigate and learn from the complexities of project work.

### Conclusion

Summarizing the discussed pedagogical conditions for organizing project activities in the educational process, it is evident that these conditions form a set of interdependent and complementary elements that significantly contribute to the development of the knowledge component in younger generations. The use of reflexive techniques stands out as a particularly effective method for organizing project activities. This approach not only fosters the formation of a subjective attitude towards current events but also stimulates meaningful choices and personal positioning in society. The utilization of these pedagogical strategies in educational settings is pivotal in shaping the perspectives and competencies of students. By integrating reflexive practices into project-based learning, educators can encourage students to critically engage with and analyze their learning experiences, leading to a deeper understanding and application of knowledge. This pedagogical approach, as supported by the works of Babansky (1989),

Bespalko and Tatur (1989), Borytko (2006), and others, illustrates the importance of a systematic and methodological framework in the educational process. Galustyan's research (2008, 2015) further underscores the significance of monitoring and controlling the development of competencies, particularly in the context of foreign language communicative competence. The integration of digital tools, as discussed by Galustyan (2015), also plays a crucial role in modern educational paradigms. Furthermore, the contributions of Ozhegov and Shvedova (1999) and Pevtsova (2004) emphasize the importance of a comprehensive understanding of linguistic and legal aspects in education. The pedagogical insights offered by Slastenin, Isaev, Mishchenko, and Shiyanov (1997) provide a foundational understanding of educational theories that underpin these pedagogical strategies. In conclusion, the carefully considered pedagogical conditions outlined in these works collectively enhance the educational process, fostering a conducive environment for the effective implementation of project activities. This holistic approach not only enriches the educational experience but also prepares students to actively and meaningfully participate in society.

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