

EDUCATION OF AN INTELLECTUAL PERSONALITY THROUGH PROJECT ACTIVITY

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Abstract

This article reveals the basic skills of using the project method as an indicator of progressive teaching methods and intellectual development of students. Using a training project is an opportunity to do something interesting on your own, making the most of your abilities to prove yourself, apply your knowledge, benefit and show publicly the result achieved.

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The changes currently taking place in public life require the development of new ways of education, pedagogical technologies dealing with individual personal development, creative initiative, the formation of a student's universal ability to set and solve problems for solving problems arising in life – professional activity, self-determination, everyday life.

Accordingly, contradictions arise:

- between unified methods of teaching and upbringing and different levels of students' ability;
- between the reproductive nature of learning and the individual's desire for creative self-expression;
- between the large amount of material acquired by students in the study of subjects and the inability to apply the knowledge gained for practical purposes;
- between the traditional ineffective teaching methods and active forms and methods of work that stimulate the cognitive interest of students.

Currently, in education, the education system is being transferred from a system that carries out the process of "passing programs" and assimilation of a set of subject knowledge to a system that works on "results".

The goal of a modern school is to teach design as a kind of general universal skill, as a kind of competence.

Activity is necessary for the formation of competencies. During the school period, the formed project activity, even at the elementary level, allows organizing independent work of children as purposeful and meaningful, filling it with personally significant meaning, giving an organizational framework to all types of activities carried out in the project.

The development of a mechanism for the implementation of project activities in the educational process is one of the priority areas in training. The ability to use the project method is an indicator of

progressive teaching methods and intellectual development of students. An educational project is an opportunity to do something interesting on your own, making the most of your abilities to prove yourself, apply your knowledge, benefit and show publicly the result achieved.

By themselves, project ideas in pedagogy are not new. The project method was developed in the 20s of the last century by the American philosopher and educator John Dewey, his student W.H. Kilpatrick and was based on humanistic ideas in philosophy and education. In Russia, the ideas of project-based learning practically arose at the same time. In 1905, the Russian teacher S.T. Shatsky led a group of colleagues who tried to actively use project methods in teaching practice.

In modern pedagogy, the technology of project activity has been actively developed and used for more than thirty years

Russian language and literature as academic subjects is a fruitful ground for project activities. We, teachers, often face such problems as the lack of reader interest among students, narrow horizons, lack of skills of analysis and generalization. Interesting work in groups gives children the opportunity to feel the subject, gain new knowledge, and the teacher - to solve many problems.

Project activity is one of the effective methods of intellectual education of students. The advantages of project activity are that students study and act in a public environment, gain practical skills, have the opportunity to test theoretical achievements in practice. Such activities are carried out both in the learning process and in specially organized extracurricular and extracurricular activities. This is, first of all, the collective activity of students who unite in groups and solve tasks in accordance with the goals and objectives of the project. A prerequisite for achieving the goals of the project is the voluntary participation of students in project activities. This will make it possible to effectively use the creative and intellectual potential of each team member - to form project thinking, foster aesthetic culture, etc. [6].

The use of the "project method" makes it possible to implement a personality-oriented approach to the education of students, to carry out the formation of an intellectual personality and creative thinking. By creative project we mean "independent creative completed work performed under the guidance of a teacher", which gives aesthetic pleasure. Thus, the purpose of creative projects is to promote the independent education of students of intellectual, special and general cultural knowledge and skills, to acquire teamwork skills, vision of problems and decision—making, obtaining and using information, independent learning, planning, development of communication skills and the like. The project method is focused on the intellectual self-realization of a person developing in the process of learning and upbringing, most often used in literature lessons, as well as in Russian language lessons [5].

The project method aims at a comprehensive and systematic study of the problem and the development of a specific end product; it involves obtaining a practical result, and not just searching for certain information. The project is primarily the result of the collective efforts of the performers, therefore, at the final stage of the activity, it involves reflection on joint work, analysis of its completeness, depth, information support, creative contribution of each participant. This process is carried out not only during training, but also during specially organized extracurricular and extracurricular activities of adolescents [6].

We have tested and implemented various types of projects in the regular and extracurricular work system: research, informational, creative, practice-oriented, game. And all of them serve specific important educational purposes. They are not entertainment or additions to the "real" curriculum or just tasks on a familiar topic. The curriculum, implemented using the project method, is based on important issues that link meaningful standards and high-level thinking with a goal in the real world. The project is valuable because in the course of its implementation, students learn to acquire knowledge independently, gain experience in cognitive and educational activities, develop their intellectual and creative abilities. The project method contributes to the actualization of students' research activities. It is

attractive because it is personality-oriented, uses a variety of didactic approaches, assumes self-motivation, i.e. an increase in interest in involvement in the work as it is performed.

The ability to use project activities for their intended purpose is the key to success in teaching and educating a highly developed, intellectual, creative personality.

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