



PEDAGOGICAL PRINCIPLES OF SPEECH DEVELOPMENT OF STUDENTS OF PRIMARY CLASS AGE

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Methodology

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Abstract. The article reveals the theoretical foundations for creating school projects and considers the practical aspects of preparing bachelors and masters of a pedagogical university for organizing project activities in elementary school. The differences between the school project and the reproducible pedagogical process, the stages of the implementation of project activities are highlighted, and a contradiction is identified, proving the need to prepare future elementary school teachers for the organization of project activities.

Keywords. school project, project activity, professional competencies, undergraduate and graduate curricula.

What is required of the new generation is not the ability to accept “ready-made” answers, but the ability to work in a team, to be open to creative and scientific research, to dialogue. In addition, it is necessary to have the ability to self-development and self-actualization. Therefore, in recent years, close attention has been paid to project activities, which, according to the assumption of scientists and practical teachers (E. S. Polat, N. V. Matyash, V. D. Simonenko, I. I. Ilyasov, E. M. Borisova, M. E. Breygina and others) contributes to the development of the necessary qualities in students to adapt to changing conditions. V. V. Guzev emphasizes: “... Project-based learning encourages and enhances true teaching on the part of students, expands the scope of subjectivity in the process of self-determination, creativity and concrete participation”[3].

However, in order to organize the project activity of the student, it is necessary that the teacher himself has good knowledge in this area. So, A. Ya. Alekseev and T. A. Salamatova consider the project activity of students as a condition for the formation of the subjectivity of the future teacher [1]. G. R. Igtisamova speaks about the project activity of the future teacher as a social and pedagogical factor in the development of a general technological culture [4]. Scientists also note that



“the ability to use the project method is an indicator of the teacher’s high qualification, his progressive teaching methods and student development” [5].

Bondarevskaya R.S. considers project activity to be a process and a result of the teacher acquiring a qualitative level of his own professional activity, which can ensure the effective implementation of innovations. In addition, R.S. Bondarevskaya notes that project activities will allow not only to take into account changes in the socio-cultural situation, but also to fully preserve the key values of education. The result of the project activity is the project, it is the project that can be defined as a step-by-step reconstruction of the image of the future [2].

But for the effective implementation of project activities by young specialists, it is necessary to provide them with certain conditions conducive to effective learning and training. Now, in most universities of the country, future teachers are already being trained not only in theory, but also in the practice of organizing project activities. Using the example of fourth-year students of the Altai State Pedagogical University, we decided to find out how effective such training in project activities is and to identify the main problems that students face in the process of such training.

We offered the respondents to assess their own strengths using the questionnaire "Organization of project activities". The questionnaire consisted of 8 questions of a different nature, allowing you to find out not only the degree of proficiency in terms, but also how well students are prepared to organize project activities in practice. The following questions were proposed: “List the components of the project”, “What is the project activity of students?”, “What is the project activity of the teacher?”, “Name the purpose of the project activity for students”, “List the sequence of actions of the teacher when organizing the project activity of students?”, “What does not apply to the educational results of using project activities in elementary school?”, “Choose which stage of project activity is the most difficult, easiest, most uninteresting for you?”, “How can you evaluate your knowledge of organizing project activities?” .

Based on the results, it was found that all respondents (21 people) have an idea about project activities. At the same time, 15 people rate their knowledge as “good”, and 6 respondents report that their knowledge of project activities is “satisfactory”.

Questions such as: “List the components of the project”, “What is the project activity of students?” turned out to be the easiest for the respondents. Here, the



least mistakes were made and the largest number of correct answers were given. But the question concerning the essence of the project activity of the teacher caused some difficulties for the respondents, in contrast to a similar question about the purpose of the project activity for the student.

The biggest problems were identified when recreating the sequence of actions of the teacher during the organization of the project activities of students. The students themselves note that the most difficult thing for them is to “Set educational and research tasks for students in an understandable form”, “To engage in a personally valuable educational task”, “To stimulate proposals for improving work and putting forward new topics and methods of research”, “Organizing educational activities for conducting observations, experiments and various studies. Respondents associate the difficulties that have arisen with the lack of practical skills and little experience in organizing project activities in primary school.

In order for the study to be more reliable, we suggested that the same group of fourth-year students of the Institute of Pedagogy and Psychology of the Altai State Pedagogical University work on creating their own project on the topic “Project for organizing joint research activities of younger students”. Within the framework of this topic, students could develop a plan for any project they were interested in, independently determining its goals, objectives, deadlines, etc. As a result, the following topics were chosen for work: “How to solve problems that have several solutions?”, “ Why learn the multiplication table?”

All student projects were evaluated according to the following criteria: A) the relevance of the project - the relevance of the problem; B) consistency of the target component - consistency of goals and objectives; C) theoretical justification - analysis of scientific literature in order to identify promising ideas that need project implementation; D) Practical justification - study of the current situation requiring changes, selection of methods and techniques; E) fixed criteria base - the presence of clear criteria for the implementation of the project idea, the possibility of their diagnostic use; F) structure and presentation of the content of the project - presentation of the results.

According to the results of evaluation of student projects, it turned out that only 3 out of 21 papers fully met all the criteria. Previously, the authors of these particular papers reported that their knowledge of the organization of project activities was at an average level.



The works of 12 students met the requirements by only 60-70%, but they were worked out quite well. The group of these students included both those who previously reported the average level of their capabilities, and those who previously indicated that their knowledge of project activities can only be assessed as “satisfactory”.

The last 6 works were rated rather low, as they were made gross errors. Oddly enough, but this group included 2 students who believe that their knowledge of project activities was average. The remaining 4 students initially reported difficulties in organizing project activities.

A comparative analysis of project work and the results of the survey showed that students were extremely objective in assessing their own knowledge, and, despite studying the theory of organizing research in elementary school, they have gaps in the stages of organizing project activities in the classroom. The key to solving this problem, according to the respondents themselves, may be the targeted training of future teachers in the practical organization of project activities.

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