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СТУДЕНТТЕРДИН РЕФЛЕКСИВДҮҮ КОМПЕТЕНТТҮҮЛҮГҮН
КАЛЫПТАНДЫРУУДА ДОЛБООРДУК ТЕХНОЛОГИЯНЫ КОЛДОНУУНУН
ӨЗГӨЧӨЛҮКТӨРҮ

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ПРОЕКТНОЙ ТЕХНОЛОГИИ
В ФОРМИРОВАНИИ РЕФЛЕКСИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

**FEATURES OF THE USE OF PROJECT TECHNOLOGY IN THE FORMATION
OF STUDENTS' REFLEXIVE COMPETENCE**

Кыскача мүнөздөмө: Макала долбоордук технологиянын негизинде студенттердин рефлексиялык компетенттүүлүгүн калыптандыруу проблемасына арналган. «Рефлексия», «рефлексиялык компетенттүүлүк», «долбоор», «долбоорлоо технологиясы» түшүнүктөрүнүн теориялык анализи берилген. Макаланын максаты: Долбоорлоо технологиясынын негизинде рефлексивдүү компетенцияны калыптандыруу, билимди практикада колдонууга үйрөтүү, рефлексивдүү компетенцияны калыптандыруу. Дизайн технологиясы биринчи кезекте адамга багытталган технология. Технологиянын негизин окуучунун окуу, таанып билүү жана чыгармачылык жөндөмүн өнүктүрүүгө багытталган иш-аракет түзөт. Мугалим уюштуруучу-насаатчы, уюштуруучу-кеңешчи милдетин аткарат. Долбоорлоо технологиясын колдонуу окуучулардын алган билиминин жана көндүмдөрүнүн тереңдигин баалоого гана эмес, аларды өздөштүрүү процессин оңдоого, ошону менен билим берүүнүн мотивациялык аспектин бекемдөөгө мүмкүндүк берет.

Аннотация: Статья посвящена проблеме формирования рефлексивной компетенции у студентов на основе проектной технологии. Представлен теоретический анализ понятий «рефлексия», «рефлексивная компетенция», «проект», «проектная технология». Цель статьи: формирование рефлексивной компетенции на основе проектной технологии, обучение применению знаний на практике, формирование рефлексивной компетенции. Проектная технология – это в первую очередь личностно-ориентированная технология, в центре которой стоит студент. Основу технологии составляет деятельность самого студента, направленная на развитие учебных, познавательных, творческих способностей. Преподаватель выступает в роли организатора-наставника, организатора-консультанта студентов. Использование проектной технологии позволяет не только оценить глубину полученных знаний и умений обучающихся, но и, что не менее важно, корректировать процесс их усвоения, тем самым усиливая мотивационную сторону обучения.

Abstract: The article is devoted to the problem of formation of reflexive competence among students based on project technology. The theoretical analysis of the concepts of "reflection",

"reflexive competence", "project", "project technology" is presented. The purpose of the article: the formation of reflexive competence based on project technology, training in the application of knowledge in practice, the formation of reflexive competence. Project technology is primarily a personality-oriented technology, with the student at the center. The basis of the technology is the activity of the student himself, aimed at the development of educational, cognitive, and creative abilities. The teacher acts as an organizer-mentor, organizer-consultant to students. Using project terminology allows not only to assess the depth of knowledge and skills acquired by students, but also, no less importantly, to adjust the process of their assimilation, thereby strengthening the motivational side of learning.

Негизги сөздөр: рефлексия; компетенттүүлүк; рефлексивдүү компетенттүүлүк; долбоорлоо технологиясы; окуучулардын рефлексиялык компетенттүүлүгүн калыптандыруу.

Ключевые слова: рефлексия; компетенция рефлексивная компетенция; проектная технология; формирование рефлексивной компетенции студентов.

Keywords: reflection; competence; reflexive competence; project technology; formation of students' reflexive competence.

Today, in pedagogy, the problem of forming the reflexive competence of students, teachers and educators is quite relevant due to the demand for the subjectivity of the teacher's personality, the development of a personal-activity approach in education, the personal component of which includes, as I.A. Zimnaya asserts, a personality-oriented approach. Personality-oriented education cannot and should not replace traditional education. "They exist together as two worlds – as knowledge and experience, as business and feeling, as work and its meaning, as, finally, education and upbringing" [1].

The interesting idea is presented by N.P. Maksimchenko in the article "An integrative approach to the formation of reflexive competence of students of pedagogical universities." Using the example of the professional activity of future teachers, she proves that the need for the formation of an integrative type of competence is determined by the system-activity and socio-cultural nature of the teacher's profession. The basis for the formation of such competence is the goal of developing a personality that would possess a scientific worldview, highly professional qualities and culture. The conditions for the formation of such competence are the "immersion and "living" of professional situations, solving problematic tasks, including students in a new field of mental activity for them. "Using the conceptual framework of our dissertation, it is logical to call this sphere of mental activity a reflexive dialogue, and the competence of the integrative type – reflexive competence.

Reflexivity acts not only as a basis, but also as a coordinating and integrating principle for the formation of all other professionally and personally significant qualities. If a future graduate of a university is able to coordinate and integrate all his other qualities for the effective implementation of professional activity, then the degree of formation of reflexivity is considered high. To have knowledge of reflection and to possess individual reflective skills does not mean to have reflective competence. Reflexive competence is an integral characteristic that allows you to effectively perform professional functions, solve non-standard tasks of professional activity. Fragmentary, incomplete possession of this quality cannot be a guarantee of the continuous development of a future specialist.

Dialogical forms of learning contribute to the development of reflexive competence, N.Y. Postalyuk notes in his work. Along with dialogue, V.A. Metaeva believes, innovative technologies are also a way to implement reflexive competence in pedagogy, since they include all the elements of reflection: analysis, critical reconstruction and normalization.

Among the innovative technologies, the most promising are:

- 1) "Stage case" (learning based on specific learning situations);
- 2) reflection as a method of self-knowledge and self-esteem and as a technology itself – diagnostic and developmental;
- 3) training technologies (training of business communication, personal development, communication skills);
- 4) the project method.

Of the listed technologies, we will focus on the project method related to the subject of our research.

The use of the project method in educational activities as a pedagogical technology makes it possible to achieve the realization of many tasks, with the help of the project method, it is possible to realize all the educational, educational and developmental tasks facing the teacher. Thereby significantly improve the quality of the educational process.

It is necessary to distinguish between the interpretation of the project as a concept and as a didactic category.

The concept of "project" (from Latin. – thrown forward) It is actively used in various fields of life: politics, economics, science and technology, etc.

The project is a developed plan for the construction, device of something; a preliminary text of the document; a plan, a plan, in other words, the project involves the development of a plan, an idea, a detailed plan of a practical product. This takes into account the development of not only the main idea, but also the conditions for its implementation (Zemlinskaya).

When we talk about the project method, we mean a way to achieve a didactic goal through a detailed development of the problem (technology). The development should end with a very real, tangible practical result, designed in one way or another. A number of authors define the project as a way of realizing communicative needs, planning actions and their implementation in the proposed educational circumstances.

The project method as a didactic concept is considered in a narrow sense, as an independent method; and in a broad sense, as a pedagogical technology that includes many methods. We consider the project method as a pedagogical technology that meets the above criteria and conditions. The object of project technology is a project (educational project, educational project) in a broad sense. The process of creating a project is design, and design is called pedagogical if it is aimed at the formation of personality qualities. Project implementation activities are called project activities.

Currently, many scientists and teachers are turning to design technologies (E.S. Polat, M.Y. Bukharkina, M.V. Moiseeva, A.E. Petrov, N.Y. Pakhomova, S.A. Krasnoselsky, L.B. Pereverzev, I.D. Chechel, I.S. Sergeev and many others). The analysis of scientific and methodological literature has shown that project technology is widely used in education by teachers and practitioners. In our opinion, the methodology of educational projects is considered most fully in the works of modern researchers E.S. Polat and N.Y. Pakhomova. In the works of these authors, definitions of the project method (project technology) are formulated, the main stages of project activity are highlighted, the typology of projects is defined, the methodology for implementing the

educational project is developed, and the parameters of the external evaluation of the project are determined.

Modern research shows that design technologies have a wide range of applications in education in a wide variety of fields of knowledge, when teaching almost any subject. Many researchers note the huge role of project technologies in teaching. L.B. Pereverzev believes that the "project method" is "an educational tool that gives hope to cope more successfully with a number of "eternal" educational problems" [2]. Among such problems are the increase of educational motivation and the development of cognitive interest, overcoming difficulties associated with the organization of their own educational activities by students and students, the development of creative abilities and others. All researchers involved in the development of the "project method" (project technologies), as well as teachers using it in teaching practice, agree that the "project method" (project technology) has wide pedagogical possibilities, contributes to a deeper assimilation of program material, the formation of skills and practical use of the studied subject, planning their own educational activities, personal development of the student. At the same time, the use of design technologies develops proper design skills and abilities, which are necessary qualities of a person in modern conditions, when design finds its application in various areas of human life and activity and society. According to N.Y. Pakhomova, "the project method is a wonderful didactic tool for teaching design – the ability to find solutions to various problems that constantly arise in the life of a person who occupies an active life position" [3]. At the same time, it is not recommended to absolutize the role of design technologies. With all its positive qualities and wide possibilities, design technologies cannot be the basis for teaching many disciplines, but only one of many technologies in the learning system. Professor B.C. Kukushin notes that "it is impractical to completely transfer the entire educational process to project-based learning" [4]. Thus, the use of design technologies should be one of the means of learning, realizing the possibilities that it possesses. At the same time, it is noted that the use of project technologies in teaching leads to the improvement of such educational skills of pupils and students as more confident operation of concepts, reconstruction or exclusion of redundant information, establishment of semantic links between elements of knowledge; performing actions of analysis and synthesis based on figurative-conceptual and compact representation of knowledge; redistribution of efforts from retention to the memory of the current educational material for its comprehension and operation; gradual improvement of systematic thinking and intuition in extracting information from memory, folding and unfolding information; increased independence and activity through the formation of skills in constructing multidimensional models of representation of mathematical objects; development of associative thinking and creative imagination.

Studying the aspect of goal-setting when using project technologies in teaching made it possible to find out what goals teachers set themselves in implementing project technologies in teaching various subjects. N.Y. Pakhomova identifies the following goals of the "project method": the formation of information competence, training in the application of knowledge in practice, the formation of communicative competence. In addition, an important pedagogical goal of N.Yu. Pakhomova considers the development of presentational skills, such as conciseness of project presentation, understanding of the problem, analysis of the search for a solution to justify the choice of a solution, demonstration of the solution found, analysis of the influence of various factors on the progress of the project, self-analysis of success and effectiveness. E. Polat argues that the "project method" "allows you to solve the problems of formation and the development of all ... intellectual skills of critical and creative thinking", as well as information management skills.

The analysis of various systems of goals for the use of design technologies formulated in modern scientific and methodological literature shows their multi-purpose nature, since design technologies contribute to the achievement of various pedagogical goals, educational, developmental.

Another important aspect of the use of design technologies is the planning of the stages of the design process, or the structure of the project. It should be noted that the general approaches to structuring projects from different authors are similar, presented only with varying degrees of detail.

For the competent use of design technologies, significant training is required, which is carried out in an integrated system of education at the university. Preparatory work should be carried out continuously, systematically and in parallel with the work on the project. By developing and implementing projects, students acquire the following competencies:

- value-semantic – willingness to see and understand the world around them, navigate it, realize their role and purpose, be able to choose target and semantic settings for their actions and deeds, make decisions;

- general cultural awareness of the peculiarities of national and universal culture, the spiritual and moral foundations of human life and humanity, individual peoples, cultural foundations and traditions of the family and society, the role of science and religion in human life, their impact on civilizational processes, effective ways of organizing free time;

- educational and cognitive – readiness for independent cognitive activity: goal setting, planning, analysis, reflection, self-assessment of one's own education; the ability to distinguish facts from speculation, possession of probabilistic, statistical and other methods of cognition;

- informational – the ability to independently work with various sources of information, search, analyze and select the necessary information, organize, transform, save and transmit it;

- communicative – knowledge of the necessary languages, ways of interacting with the immediate and distant environment and events; teamwork skills, the ability to perform various social roles in a team; present oneself, conduct a discussion, etc.;

- social and labor – experience in the civil-public field (mastering the functions of a citizen, observer, voter, representative) and in the social and labor sphere (in the role of consumer, buyer, client, manufacturer), knowledge in the field of family relations, economics, production and law;

- personal-reflective (implying self-improvement) – readiness for physical, spiritual and intellectual self-development, skills of emotional self-regulation.

Thus, project technology has a highly educational value, is focused not only on obtaining knowledge, but more on the formation of skills and abilities to participate in educational projects, the possibility of individual creative self-realization; promotes the acquisition of specific practical experience; allows you to apply your knowledge to discover and learn something new; contains tasks of a problematic nature; It promotes the education of such character traits as hard work and perseverance, will, activity, curiosity, the ability to work in a team, be responsible for decisions, defend one's point of view, as well as the development of thinking, memory, emotions and imagination and reflective competence.

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