The Effectiveness of Using the Project Method in the Teaching Process

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Abstract

The project method has some peculiarities; with its systematicity and focus it can influence the quality of teaching, show the student’s knowledge and qualification clear and exactly, easy to evaluate, direct to determine the students’ competence formation and future development opportunities. So this method is the natural way of realizing the credit teaching system, it is very important in forming the students’ thinking and teaching the speaking culture, establishing the abilities of a person. This problem is scientifically analyzed; there is a main idea to use it in self-educating and developing creative abilities of students. The types of work through this method are completed; the ways and methods of the proposed work are chosen; the effectiveness of project method through the empiric research method is proved and stated as the main idea of the research.

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1. Introduction

Changes happening in the education and science sphere in the 21 century put new objectives for higher educational establishments in training future specialists.

So it is very actual problem to get corresponding education to current social education sphere, to develop the
global understanding and thinking, to make the scientific conclusion, to analyze the scientific progress, to give opportunity to be a subject of their activities.

We must prepare the future specialists to the innovation according to the law on Education of the republic of Kazakhstan on the basis of national and general human values, progress of science and practice, and give education directed to professionalism, develop their creative, spiritual and body power (Law on Education, 203, p.180).

And the scientific statements and practical offers of the research is aimed to solve the following conflicts which increase currently: a) project teaching technology as an opportunity to give modern education and its scientific explanation; b) the correspondence of this technology with the credit teaching system demands between the scholastic system of education which doesn’t stop the old types of teaching; c) the effectiveness of project teaching and its concrete use in the practice (Satbekova, 2007, p.441).

2. Method

Using in the teaching process the project method is based on the theoretical-research method; the comparative method which shows the research and use of new pedagogical technologies in Kazakhstan pedagogical sphere, relative method which determines “the use of new pedagogical technologies” in teaching process; practical-innovative experience compounding method that determines the establishment and development of innovation process in teaching practice; empirical research method: talking, monitoring, testing, pedagogical experiment, quiz, diagnostically researching method.

3. Problem

In the state program of development of education in the Republic of Kazakhstan for 2011-2020, it was stated that the world example proves that the investigations to education from early to adult ages bring significant changes to economy and social life (State program, 2010, p. 45). In that way of course, the role of the high school is particular, because the problem of forming the competent specialist id the main aim of the State program. Thus the higher educational establishments must choose the interactive methods as the main method of learning and teaching.

Scientific research concerning project-teaching technology is renewed, completed, and developed from time to time. According to the meanings of the word “project”, “making project” in the dictionaries, project teaching is a plan, an idea, an activity directed to change the form of something, to develop it, to complete. It is very important long live problem with not investigated widely spread ideas (Abdieva, 2009, p.84).

In project teaching method students can develop their self study activities: they will get used to educate beyond the program, to use the knowledge, to solve communicative, informative problems, to have an opportunity to study cultural-informative competencies. That is why it is considered very effective.

In order to organize the project teaching technology well it is very important to know the types of it. The types of project are grouped: 1) on the activity type: researching, role-play, and applied, mono project, inter subject; 2) on the subject-content character: mono project, inter subject; 3) on the relation ways: direct relation; communication technology; 4) on the compatibility character: direct, indirect; 5) on the linking character: regional, at the educational establishment, and international; 6) on the number of participants: individual, pair, group; 7) on the time of fulfillment: short time, mid time, long time (Satbekova, 2009, p. 441).

Scientific - research projects include study, creative, inter subject and etc. projects. They are called mixed type projects. These types of projects contain the typical elements of project. The main method of the project is the research method. In order to realize the project group work and pair work is organized. The actuality of the knowledge is used. It is also effective to use motivation ways to help the students to do the task consciously. Various tasks, forming groups and pairs spontaneously, organizing competitions make the lesson very interesting.

Project teaching technology activities require the following objectives:

1. In order to defend each problem project or to explain the statements the teacher should offer the plan of the project in this way: the theme; the considered task; the main slogan, for example “Go ahead and prove”; personal opinion; conclusions and reviews.
2. It should have some polemic questions. More attention is paid to discuss if it is necessary; or if it is compulsory.
3. Involving the class to the discussion for example putting the rhetorical questions.
4. Using the right language combinations by the performer. For example: special clichés.
Applied-practical projects are divided into role-play, applied, and mono project. All these projects are directed to develop the students’ activity and they should be discussed completely beforehand. It must have elements linking to the social life of the students. In order to do this type of the project its structure and logic are discussed and regulated. Later teacher gives the new suggestions and instructions, but the direction isn’t changed at all. After the result registration and discussion it is very important to use it in the practice and everyday life.

It is very effective to do role-play and game projects in the group. Using group work and pair work interests the student’s very much. Here each student chooses the part of the project free. Students do the tasks with interest, because they choose it like their characters and interests. These projects can include social or business conflicts. The results of these projects are determined beforehand, but sometimes it can be determined at the end. These types of the project are based on creativeness.

Informative projects give information or data on a phenomenon or something else. The structure of the informative project is suggested to do in this form: determine the objectives of the project → show the actuality of the project → find out the resources → have a “brain storm” training → data processing: analyzing, collecting, comparing with the facts, giving a report, making a video film, making a photo album → project presentation. This project is sometimes as a module of a big research project.

4. Result

Project teaching technology is a system, which meets the requirements of credit system and modern objectives. The main idea of project teaching method is an opportunity for the students to self-study, to show their knowledge, and their scientific practical abilities. It plays a crucial role in forming the competitive person, which answers all requirements of modern society.

The philosophical, human, psychological peculiarities of project teaching method are really directed to develop the student’s personality. The student doing all kinds of project individually creates “his own way of searching knowledge” and this way will start the long life learning of the student.

The methodological and scientific-theoretical basis of project teaching technology is a guarantee of increasing the quality of knowledge. Because when the teaching technologies are based on principles and rules they reach good results.

Students become a subject of their creative, educational and informative activities in the result of these project works. So project teaching technology is like the anthropological paradigm “subject and subjectivism” plays an important role of personal development of the students.

On the basis of project teaching technology the teaching process becomes the complete system of pedagogical process, which is based on educational, informative, and upbringing development of the students. According to project teaching method system students increase their interests, their responsibility, activities, reaching their goals and objectives, problem solving skills, thinking creativeness and dream.

Project teaching technology results in good knowledge gaining; it gives opportunities to form informative, problem solving, communicative, cultural competencies, as well as social-cultural competencies of the students.

5. Conclusion

In general the basis of credit teaching system is directed to organize the students’ self-educating activities, to develop and establish their searching abilities and skills. And it is clear that the project teaching technologies are also based on self-study, so they complete each other. The complex activities of the teacher and the student are determined according to the main idea of the project: project work complex includes seven periods (preparation, planning, researching, analyzing, making conclusion, giving reports, result evaluating). That proves the great effectiveness of using the project teaching technology. During the research it was proved that the use of the project teaching method contributes to master the thinking creativeness of the students.

References

