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**FUTURE PROFESSIONAL EDUCATION SPECIALISTS' MASTERING OF PROJECT
METHODOLOGY OF CREATING PEDAGOGICAL SITUATIONS IN THE SERVICE SECTOR**

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Abstract

The article reveals the problems of mastering by future specialists of the project methodology of creating pedagogical situations in higher education institutions as a means of improving the quality of education. Objectives of the article: to determine the influence of the project method on the creation of pedagogical situations in the process of teaching students; the choice of logic and mechanism of design actions depends on the purpose and the initial conceptual position regarding the subject incarnates; to study the influence of pedagogical situations on the quality of education in the higher pedagogical school; to diagnose the implementation of the projects method and pedagogical situations in the process of education at the university. The project method provides the presence of a problem that requires integrated knowledge and research for its solution. The results of the planned activities should have practical, theoretical and cognitive significance. Modeling of pedagogical situations is the process of formation of situations-models which simulate the state and dynamics of the educational process and fix the contradiction between the achieved and desired in the personality development in a certain time interval. During the forming experiment, pedagogical situations were used to form the professional competence of the future specialist.

Keywords

Project method – Project – Pedagogical situations – Future specialist

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Formulation of the problem

The content of professionally-oriented training is characterized by a developed ability to solve professional situations, developed thinking and consciousness. We consider professionally-oriented education as the ability of a student of higher pedagogical school to self-improvement; mastering knowledge in pedagogical disciplines; as a complex personal education, including structural components, personality qualities which affect the motivational sphere. The content of professionally-oriented training are socially significant motives of professional activity; pedagogical abilities; completeness, depth of speech, pedagogical and psychological knowledge and skills; social activity of the personality of the future specialist.

Professional activity is a complex dynamics system that requires management. Pedagogical management is specific and assumes: understanding of pedagogical tasks and determination of their place in the general system of quality assurance of pedagogical activity of participants of process; planning and organization of pedagogical work; ensuring systematic, intensive functioning of pedagogical process; increasing of level of professional and pedagogical skills of teachers; activization of self-improvement.

Based on this, the management tasks of teachers are: the formation of pedagogical purposefulness, the ability to predict the consequences of pedagogical decisions, professional and pedagogical orientation of training; mastering the methods and techniques of engaging in creative search for solving problems and assessing professional situations. But future specialists can not always professionally get out of this or that situation. Future professional education specialist (service sector, light industry products, clothes design, etc.) should have knowledge in the areas of conflict management, communication, planning, decision-making and so on. For effective work, the future specialist must adapt to the decision-making process by means of project activities.

Society requires a qualitatively new specialist who can adapt to modern changes, organize creative, innovative activities in educational institutions using design technologies. And project activity provides the development of cognitive skills of students – future teachers, the abilities to construct the knowledge independently and to be guided in information space, development of critical thinking.

Publication analysis of the research topic

Thus, the method of projects is based on the ideas of John Dewey, who has personalized pragmatic learning in the design concepts¹; V. Kilpatrick explains the project as any work performed "from the heart" and has a specific target set²; a scientist A. Kobernik is considering a project as a component of a design³; Yu. Olkers asserts that project method promotes union of the most disciplines in the same project⁴; scientists N. Matyas, V. Symonenko argued that the process which created and produced the product (service) is

¹ B. L. Wolfson, "John Dewey and Soviet Pedagogy", Pedagogy num 9-10 (1992): 99-105.

² V. H. Kilpatrick, Method of projects. The use of the target setting in the pedagogical process (Leningrad: Blockhouse - Nephron, 1925).

³ O. Kobernik, "Projective pedagogy and the national school", The path of education num 1 (2000): 7-9.

⁴ Yu. Olkers, "History and use of the project method (abstract)", RIVSH BSU num 2 (2003): 16–38.

another design⁵; In some works (O. Berezyuk⁶, O. Voznyuk, O. Godnik⁷, O. Dubasenyuk, Yu. Kulyutkin and G. Sukhobskaya⁸, O. Onoprienko⁹, L. Spirin¹⁰ and others) the effectiveness of the use in the educational process in the higher pedagogical school of such means of training the future specialist, as modeling of pedagogical situations, professional and pedagogical tasks, pedagogical design and etc. But many issues related to the practical implementation of modern technologies, methods and techniques remain unresolved. In particular, the modeling of pedagogical situations in project activities allows to take into account the characteristics of students, their interests, expands the context of activity, acts as an effective means of creating a motivation for pedagogical activity, contributes to the implementation of an active approach to learning.

The purpose of the article

To reveal the problems of future specialists mastering the project methodology of creating pedagogical situations in higher education institutions as a means of improving the quality of education.

Objectives of the article

1. To determine the influence of the project method on the creation of pedagogical situations in the process of teaching students; the choice of logic and mechanism of design actions depends on the purpose and the initial conceptual position regarding the subject incarnates. 2. To study the influence of pedagogical situations on the quality of education in the higher pedagogical school. 3. To diagnose the implementation of the method of projects and pedagogical situations in the learning process at the university.

Methods of the research

For the decision of tasks of the study we used methods of theoretical analysis (retrospective comparative) psychological-pedagogical literature and generalization and classification of scientific data in philosophical, psychological-pedagogical, educational-methodical sources to determine the status and theoretical study of the key concepts and categories of research method of design and creation of pedagogical situations in the educational process of the higher pedagogical school. To diagnose project method implementation and pedagogical situations in educational institutions we have made questionnaire among 22 teachers and 45 students, the purpose of the questionnaire to identify the specifics of the implementation method of projects by means of modeling pedagogical situations. To diagnose professionally important and personal qualities, a number of proven techniques have been applied, namely: T. Dubovytskaya "Test-

⁵ N. V. Matiash y V. V. Rubtsov, Psychology of project activity of schoolchildren in the conditions of technological education (Mozyr: White Wind RIF, 2000).

⁶ O. Berezyuk, Modeling of pedagogical situations as a means of preparing a future teacher to communicate with students (Zhitomir: ZhDU, 2003).

⁷ S. M. Godnik; L. F. Spirin; M. L. Frumkin, et al., Pedagogical situations in the education of students (Voronezh: Iz-in VSU, 1985).

⁸ Yu. N. Kulutkin y G. S. Sukhobskaya, Modeling of pedagogical situations: Problems of improvement of quality and efficiency of general pedagogical preparation of the teacher (Moscow: Pedagogy, 1981).

⁹ O. Onoprienko, "Project activity in education", Headmaster num 47 (2010): 20-31.

¹⁰ L. F. Spirin; M. A. Stepinsky y M. L. Frumkin, Analysis of educational situations and the solution of pedagogical problems (Yaroslavl: Yaroslavl Pedagogical Institute, 1974).

questionnaire for the diagnosis of the orientation of motivation of studying the discipline" from various profiles of professional education (service sector, light industry technology), individual tasks for the ability to apply educational tactics of generalization, synthesis, analysis and classification; methods of studying the state of formation of students' desire for reflective activity (by V. Maralov, T. Shamova¹¹).

The experiment was attended by students of 1-4 courses studying in the specialty "Professional education", including 45 students of Kryvyi Rih state pedagogical University.

Obtaining the result

The pedagogical situation can be the subject of design. We emphasize that the main content of the design actions are¹²: 1) building a predictive model of the situation on the basis of a theoretical understanding of its nature and structure; 2) designing a way to reproduce the model in real practice; 3) multiple practical construction of the situation in variable conditions; 4) reflection on the identified patterns and analogies.

Table 1 shows how the choice of logic and mechanism of design actions depends on the goal and the initial conceptual position regarding the subject incarnates. We are talking about the purposeful design of didactic pedagogical situations that contribute to the formation of a psychologically holistic context of interaction in learning.

Working with students in the design of a particular type of situation it is first modeled by the teacher, and then transferred to the real practices through the following actions: 1) formation of dominant content, that is of axiological accent that provides access to a specified level of perception and assimilation of the material; 2) application of a sequence of presentation units of content, which students are willing and able to join the interaction; 3) the use of this method of integration of theory and practice that will allow you to update in the individual experience acquired knowledge; 4) the formation of positions that allow you to "manage" the degree of activity of participants of educational interaction; 5) flexible choice of the basis for the differentiation of the audience and the optimal use of forms of individual search movement in the educational space.

Nº	Types of situations	Pedagogical meaning of situations
1	The situation of information introduction	Providing clear and unconditional understanding of the meaning of the entered information, the prevention of its possible consequences
2	The situation of experience formation	Derivation of the experience based on information in different activities (educational, simulation, professional) and in different systems of relations
3	An orientation situation	Formation of valuable orientations, installations, motives in relation to the offered contents of training; correction of a position of the future expert
4	Emotional situations	Creating experiences, mood, emotional background, adequate to the proposed content and subjective experience of students

¹¹ T. I. Shamova y T. M. Davydenko, Management of the educational process in an adaptive school, (Moscow: Center "Pedagogical Search", 2001).

¹² I. A. Kolesnikova y M. P. Gorchakova-Siberian, Pedagogical design (Moscow: Ed. Academy Center, 2005).

5	Training situations	The possibility of direct individual development of skills based on the unit of input content
6	Creative situations	Creating conditions of "uncertainty" and reaching the individual creative level of solving the problem
7	Reference situations	Presentation of samples of optimal options related to this information of actions or relationships
8	A feedback situation	Obtaining information about the effectiveness of the course and assimilation of the content unit, the correctness of the chosen strategy and tactics of working with the audience

Table 1
Diagnostic situations

In our research, the necessary pedagogical situations were created through the selection and combinations. For example, the situation of information introduction of were constructed by means of information immersion, by acquaintance with literature, concentrated presentation of material; search of points of an exit beyond educational material, formation of "the question"; definition of a paradigm in which the modern science describes a problem. Orientation situations were created by engaging in dialogue, discussions with representatives of other positions (simulation and real activity), creating a problem bank; designing. Emotional situations – during the interpretation of fragments from works of different genres (songs, poems, drawings, musical sketches, photographs, etc.); the creation of a number of associations; empathy with the position of another person, retrospective of their own experiences.

We conducted a survey among the students of Kryvyi Rih state pedagogical university specialty professional education service sector (specialization of restaurant and hotel business). To the question: "do you consider it appropriate to apply the method of projects in your pedagogical activity?"- 50 % of future teachers gave the answer "Yes", because it contributes to the optimization of the educational process, the opening of new ways of self-education. But 29 % of respondents are not properly prepared for the use of the project method in teaching activities. Among the reasons for unpreparedness there were: the technology of work on the project is not enunciated insufficiently in textbooks and books for the teacher; they are unfamiliar with the technology of work on the project; the lack of training course on the application of project technology in professional activities as a means of modeling pedagogical situations; the lack of methodology for the use of project technology in professional activities during the study of special subjects.

The conducting of questionnaires, testing, control works, as well as observation during pedagogical practices and laboratory, practical classes made it possible to obtain indicators of the formation of students' skills to use the project methodology in the educational process. The diagnostic results allow to determine the indicators achieved by future specialists of control and experimental groups, which take into account the sufficient level of possession of certain qualities (Table 2).

№	Results of the project methods mastering	Before the experiment		After the experiment	
		CG	EG	CG	EG
1	The skills to use the project methods	13,5	12,4	32,4	48,6
2	The skill to do the search of information	21,6	22,1	32,4	48,6
3	The skills to get new knowledge and to do self-education with the usage of project methods	24,3	24,8	48,6	64,8

4	The skill to use the project methods at the classes	21,6	22,1	32,4	48,6
5	The skill to use different kinds of projects	10,8	10,8	16,2	48,6
6	The skills to use project methods in the sphere of media educational activity	19,4	18,9	29,7	59,4
	<i>Aggregate figure</i>	18,3	18,3	29,1	48,6

Table 2

The degree of students ' mastery of project methods at a sufficient level according to the results of pedagogical experiment (in %)

As we see from the Table 2, during the experimental work there were positive changes in the levels of project methodology proficiency among students of both groups. Such results are associated with the painstaking work of teachers of the higher pedagogical school on the formation of professional competence of future specialists, but the dynamics of students in experimental groups is more expressive.

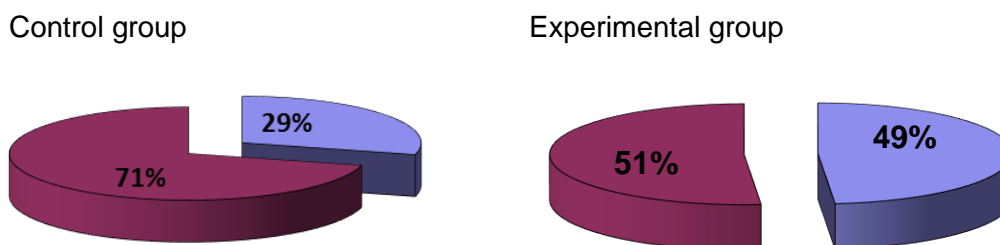


Figure 1

The degree of mastery of future specialists at a sufficient level of project methodology based on the results of the experiment (in %)

It was also found that the smallest differences between the control and experimental groups were recorded in the direction of "Application skills". This can be explained by the fact that the students of the control group (18.9 %) continued to improve their computer skills; they gained some knowledge from professional and special subjects that allowed them to use different design techniques. The level of their ownership of the funds is close to the level of ownership of future specialists of specialties (service sector restaurant and hotel business) of experimental groups (36.2 %), which has been confirmed by the analysis of practical tasks, there is a small discrepancy in quality.

The greatest divergences of results of control and experimental groups are recorded in the directions "Ability to use different types of projects", "Ability to use project methods in media educational activity". This fact indicates that the professional and pedagogical knowledge is necessary for the implementation of project methods in the educational process of the school, can be provided only within the relevant professional-oriented course. Mastering of separate professional techniques and skills of working with project techniques can not prepare a specialist from the service sector for professional activity well. To do this, it is necessary to introduce an integrated course, similar in meaning to the proposed course "Formation of professional competence of future specialists by means of modeling pedagogical situations".

The integrated special course "Formation of professional competence of future specialists by means of modeling of pedagogical situations" is connected with many educational disciplines: "Pedagogy", "History of pedagogy", "Restaurant etiquette", "Methods of educational work", "Culturology", "Introduction to a specialty", "Organization of

restaurant economy", "Intercultural communication", " Foreign language (in professional directions)", "Ukrainian language (in professional direction)" and so on.

The proposed special course allows to attract students to the study of the basics of restaurant and hotel business and to form their professional competence.

An important pedagogical condition for the implementation of the method of projects, as shown by the study, is the creation of such an educational space in which it becomes possible to choose the forms and methods of modeling pedagogical situations freely and applies the information and communication approach to solving pedagogical problems actively. It is a difficult task to find necessary information on this or that pedagogical technology or on a certain question among a variety of innovative technologies in pedagogical activity. That is why one of the directions of our research was to identify the skills of students to search some information. The following criteria were defined: 1) the ability to search some information in the Internet; 2) the ability to separate the necessary information from the available.

On the basis of the proposed criteria, the analysis of differences in the level of skills of future specialists to search the information was carried out (Table 3).

Figures of the usage of information and communication approach	Ascertaining experiment		Forming experiment	
	CG	EG	CG	EG
The search and usage of Internet resources for fulfilling a task from the subject	29,1	28,1	31,3	64,8
Preparing for exams, participating in different competitions and academic contest	15,1	15,6	48,6	64,8
Communication, ideas exchange, results reporting of common work	24,8	24,3	31,3	70,2
Alternative education, choosing the convenient forms of education organization	27,0	26,4	27,0	59,4
<i>Aggregate figure</i>	<i>23,7</i>	<i>23,7</i>	<i>34,0</i>	<i>64,8</i>

Table 3

The use of information and communication approach to the solution of pedagogical situations in the classroom by the results of pedagogical experiment (in %)

We should note that most of the gaps have been found in the ability to use the query language in the Internet. Most control and experimental group students were limited by simplified queries that did not always give the expected results. The control group students had difficulty with finding information related to their professional activities because they were not aware of the existing specialized sites. It should be noted that after the forming experiment in comparison with the results of the ascertaining experiment, the level of knowledge and skills increased. This is due to the fact that within 4 years, future specialists have been mastering the skills of using information and communication technologies. The gained knowledge allowed them to improve the results of diagnosis significantly in all areas.

In general, the results show that the students of the experimental groups use the means of information and communication training more actively, for example, during the preparation for exams, participation in various competitions and Olympiads (Fig. 2).

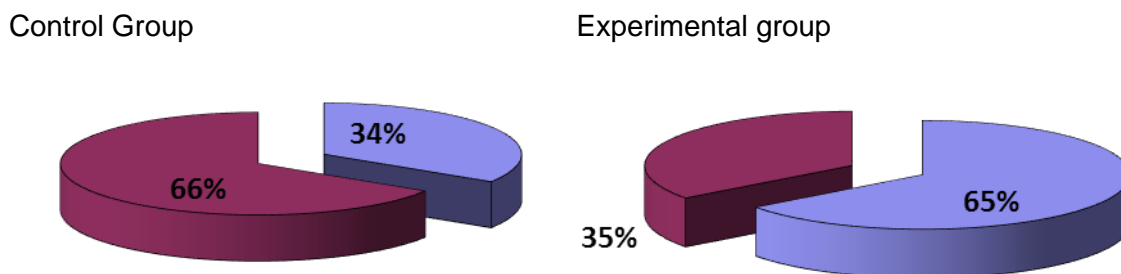


Figure 2

The degree of mastery of future specialists of professional education at a sufficient level of project methodology based on the results of the experiment (in %)

Discussion

The analysis of the researches gives some grounds to assert that the projects are used in the educational process in the study of any subject, course. The project activity of students confirms the priority of socially significant knowledge and skills, which most corresponds to the paradigm of personality-oriented education, because it is the knowledge and skills that help young people to realize their professional activities during their lives successfully.

So, the method of projects is one of the most common types of research work of students, which is an alternative to the classroom system of educational institutions and at the same time does not displace it. Project technology should be used as a complement to other types of direct or mediocre training, as a means of intensified growth in the personal and academic dimensions.

Project-based learning fosters and enhances positive motivation to learn, because it is personal-focused, activates a variety of didactic approaches, learning activities, cooperative learning, brainstorming, role-playing, heuristic and problem-based learning, discussion, team-teaching; summational that means the growing interest and involvement; helps to learn from their own experience and the experience of others; brings satisfaction to students, who see the product of their work.

The use of multimedia and web-quest technologies in modern educational process. The end of the XX and the beginning of the XXI centuries are marked by the rapid growth of the information flow, which began to change the quality and content of society very quickly. Regardless of the desire of people, electronic means of communication, digital technologies, computer equipment have integrated into their lives and become an organic part of it. The penetration of modern, in particular multimedia, technologies into the education sector is natural and inevitable. As a result of the implementation of the government program on computerization of schools, today almost every educational institution has computers. A certain number of schools are equipped with educational computer complexes (ECCs), which, in addition to computers integrated into a local network, have the means of copying and printing, software resources for teaching individual subjects (physics, chemistry, history, computer science, economic geography, etc.). The arsenal of multimedia technologies includes animation graphics, video, sound, interactive features, remote access and external resources, work with databases.

The purpose of the use of video materials and other multimedia tools is to eliminate gaps in the visibility of teaching. Multimedia learning tools are universal, they are used at different stages of the lesson: when motivating as a formulation of the problem before learning new material; during the explanation of new material as an illustration; in the process of consolidation and generalization of knowledge; for evaluation of educational achievements. Among the variety of educational multimedia systems there are funds that are most effective in the classroom: computer simulators; automated training systems; educational films; multimedia presentations; video demonstrations.

Graphics, animation, photo, video, sound, text in interactive mode create an integrative information environment in which the user finds new opportunities more qualitatively.

A developed and tested method of modeling pedagogical situations includes: 1) statement of professional pedagogical problem; 2) provision of communication resources, availability of information, which characterizes the pedagogical exhausted situations; 3) the initiation of a communicative relationship between teacher and student (survey, interviews, group communication, etc.) to determine the content and nature of the situation and choosing the forms and methods of its modeling; 3) students create individual or group projects that simulate the situation; 4) organization of free communication about the discussion of the situation and ways to solve it.

During the forming experiment, pedagogical situations were used to form the professional competence of the future specialist. The students were particularly interested in situations typical for doing business in the hotel industry, which reflected the negative aspects of the communicative behavior of the manager and the consumer/client, which after the analysis had to be changed, that is, remade to communicative literate. For this purpose, excerpts from feature and documentary films (video recording) were used. This form had certain advantages: first, noticing a particular communicative error, the recording could easily be interrupted, and then played again at first, compare it with the modified version; secondly, despite the fact that these were fragments of films, students witnessed a live educational process, represented not by the voice of one teacher and the game of actors; thirdly, this form helps to eliminate the monotony in the presentation of pedagogical situations, to activate their perception.

So, comparing the results of ascertaining and control stages of the pedagogical experiment, we determined that the system of work, introduced in educational process, which was based on the pedagogical conditions of formation of the investigated phenomenon, providing professional orientation of the future specialist and his didactic-methodical readiness for professional decision of pedagogical tasks, namely: 1) pedagogical management of process of transition of the professionally-oriented information in mode of project activities, 2) creation of such educational space in which the free choice of forms and methods of modeling of pedagogical situations becomes possible by students and information and communication approach to the solution of pedagogical problems is actively applied. Let's give some examples of *the communicative project*: 1) write out examples of nonverbal communicative signs from fiction and explain their communicative and functional load; 2) write an article for the "Student Vesnik" for the topic "The youth and speech etiquette"; 3) make a scientific report on the functioning of etiquette formulas in English. Similar tasks were also carried out in the form of role-playing game modeling.

Information projects were used during the classes, for example: you interview an outstanding filmmaker. Get information about what films he has made, what he is working on now, what festivals he has participated in, what plans he has for the future, what studio he works at, with what actors.

Creative projects do not have a detailed structure of students' activity; it is only planned and further developed in accordance with the requirements for the form and genre of the final result. In English classes, it was proposed to create a project on the theme "All professions are important". Tasks: 1. Each student receives a card with a detailed description of "his" work, which does not coincide with his youthful goal. 2. On the principle of "brownian movement", students tell each other their blocks of information to reveal who exactly committed the "goal of youth". 3. Finding a couple who are also not happy with the current work, students criticize their current behavior, using conditional sentences of type III and the grammatical structure of "I should have".

Summary

A project is a learning method. It can be used both in the classroom and in extracurricular work, it is focused on achieving the goals of the students themselves, so it's unique; it forms a significant number of educational and life competencies, so it is effective. The project method provides for the presence of a problem that requires integrated knowledge and research search for its solution. The results of the planned activities should have practical, theoretical, cognitive significance. The main component of the method is the independence of the student. The method of projects can be put in the following series: definition of the problem (definition of tasks arising from the study) - hypothesizing the solution of problems-discussion of research methods, design of the final results, analysis of the data-summing up-correction-conclusions.

Modeling of pedagogical situations is the process of formation of situations-models that simulate the state and dynamics of the educational process, fix in a certain time interval the contradiction between the achieved and desired in the development of personality. During the forming experiment, pedagogical situations were used to form the professional competence of the future specialist. The students were particularly interested in situations typical for doing business in the hotel business, which reflected the negative aspects of the communicative behavior of the Manager and the consumer/client, which after the analysis had to be changed, that is, remade to communicative literate. The project activity of students confirms the priority of socially significant knowledge and skills, which most corresponds to the paradigm of personality-oriented education, because it is these knowledge and skills that help young people to realize successfully their professional activities during their lives. The introduction of an integrated course contributed to the mastery of professional disciplines, design techniques. We see further work in the development of research projects from the service sector (restaurant and hotel business).

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