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SOME ASPECTS OF THE PROJECT ACTIVITY OF PHILOLOGISTS IN THE CONTINUOUS EDUCATION SYSTEM

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Abstract

The article is devoted to a detailed analysis of pedagogical design and development of basic principles of its implementation in the educational process, as well as the characteristics of the main subjects of pedagogical design. It is interesting and fresh to look at the definition of pedagogical design and pedagogical ideal within the cultural approach. The main conditions for ensuring a high level of training of philologists are the ability to project the system of continuous education, as well as to interact with all subjects of the pedagogical process.

Keywords: project activity; pedagogical design; image; project; pedagogical ideal.

cyctematyzovanyx, vporyadkovanyx knowledge so i bilshe till the rozvytky tvorchyx zdibnoctey.

Analysis of recent research and publications. The principles of qualitative preparation of philologists for the implementation of practical activity are the preservation of the direction of study in each direction of preparation. As pokazyye docvid, harantyvaty yakict training mozhe lyshe cyctema classes, pobydovana Nor on okremyx metodychnyx pryymax training, a zacnovana on tsilicniy pedahohichniy texnolohiyi chto oxoplyuye such ctryktyrni elementy as tsilepokladannya, of organizations pidhotovky, metodyka provedennya classes, spocoby kontrolyu yakociti otrymanyx ctydentamy knowledge I am a skill.

Under the pedagogical projection of the development of the development of training programs and plans, the definition of forms, methods and means of organizing a pedagogical way, The purpose of pedagogical projection is to ensure the effectiveness of the educational process.

Pedagogical design - preliminary development of the estimated details

Pedahohichne proektyvannya - poperednya rozrobka ocnovnyx detaley diyalnocti ctydentiv i pedahohiv, ocnovna meta proektyvannya - zabezpechyty efektyvnict navchalnoho protsecy at tsoomy octannim chacom vidbyvayetcya zmischennya aktsentiv on docyahnennya harantovanoho rezyltaty.

Practical activity is considered by us as a joint activity of the students and the teacher, if we will be on the evaluation of the pagoda of cooperation and oriented not only on the integration and the actual

The projection of the preparation model of the fax machine must be performed on the basis of systematic analysis of the structure and the contents of its activity. An in-depth analysis of cyacic pedagogical activity that needs to be done, but in this case it is important to preserve such approaches that were discernible in the work [1], F. Talizinoi [11] and other scholars; pedagogical activity is not necessary to present not abstract, and through the system typical types of tasks that the philologist has to solve. The action approach, as rightly observed by VA Kahn-Kalik [3], VA Clackinin [10] and others, is not necessary to combine with the oocystic but, by virtue of the cyclical exception,. Then the fax machine model can be regarded as an october-proof, which enables the training of philological educators in the system on a continuous basis.

Formulating the goals of the article. The article deals with aspects of project activity in the system of continuous education.

Basic material. Cychacni pedahohichni problemy vyrishyyutcya shlyaxom ctvorennya

i vprovadzheniya in ocvitnyy protsec innovatsiynyx cyctem chto potrebye retelnoho proektyvannya, yake polyahaye Nor lyshe in poperednomy planyvanni maybytnix changes, and y staates but peredbachenni naclidkiv yix vplyvy to life i zdorov'ya molodoho pokolinnya. This places the problems of projecting on one of the first powers in the theory of pedagogy and the practice of coloring.

Cytyatsiya chto cklalacya y vyschyy shkoli, pryzvela vynyknennya till the contradiction between vymohamy chto vycyvayutcy cypilctvom till the level pidhotovky faxivtsiv y novyx cotsialno-ekonomichnyx ymovax i yixnoyu hotovnictyu till the zdiynennya proektnoyi diyalnocti, cformovanictyu komptentnosti project.

A person acquainted with a straightforward activity is much earlier than it may be at first sight. The philosophers point out that the present activity of consciousness has an inherent character. In the early stages of the development of cyclic population, it emerged at the level of crafts, the creation of myths, children's games. Projection - this peculiar kind of human activity based on natural power - acts as the embodiment and "development of a person's ability to perform a third act, to be free". Historical analysis shows that, in addition to knowledge and values, the "models of the necessary future" have always been whispered in the structure of practical knowledge. The dynoxperimental activity always appeared as a component of the filter.

Practical activity is organically included in the structure of practical knowledge, as much as any action, if it is purposeful, preceding its manifest image. In this way, the concepts of "images", "project" and "technology" are genetically converging. Under such a condition, the act of acceptance is of a double nature. Ideally created (designed and conspicuous), the goal of reaching the target becomes eclectic, turning into a phenomenon of that or another.

kilttyri. The ability of the "intelligent person" to create targeted images and action programs has been noted by scientists for a long time. It is no accidental conception of a projective phenomenon. This kind of activity is a reflection of the form of control, modeling, projecting. In this way, projecting is an organic, human activity that anyone can master.

In a broad sense, the meaning of a term is called anything that is thought about or planned. Dictionaries of the cyclical Ukrainian language interpret "projecting" as an action on one of the meanings of the word "project", that is, a elaborate plan for the flow, the flow, the flowing Draft - 1. Cycle of documents (shopping, charts, layouts, etc.), necessary for building materials, making machines, devices, etc. 2. The preceding text is of any kind whatsoever, which is guilty of contention, approval; anything unfinished, soaked in general ricax (just a literary tir, leaf, doctrine); an outline. 3. Plan of actions conceived; behind, intent

[7, p. 26].

Edit - 1. Compile, edit project (y 1 digits); to control anything. 2. Plan, plan to do something, draw; 3. To depict on a plane any pryatoryovy figures; 4. Display the projection [7].

The word "projecting" comes from the word "project", known from the beginning of the XVIII century and derived from the Latin *progetus*, which meant "stretching", "extracting". In Latin translation, "project" means "thrown forward", that is, in the rear, and views of the object's image. The cynicism of projection lies in the control of the desirable states of the future [8].

Proektyvannya - yniversalnyy i camoctyyny in intelektualnomy i cotsiokyltyrnomy vidnoshenni type diyalnocti, tsilecpryamovanyy on ctvorennya realnyx ob'yektiv (i effektiv) with given funktsionalnymy, texniko-ekolohichnymy i cpozhyvchymy yakocytamy [9]. It covers:

- razrobky dokumentovanie in what is the pryfecine m ore of the pr oject (opic, imaging, system of the form, the computer of the program,

- naykovo-texnichne cotsiokyltyrne obrryntyvannya i, i otsinky yzhodzhennya proekty cered zatsikavlenyx ctorin (ofitsiynyx carried or hromadckyx of organizations, cpozhyvchyx hryp carried or okremyx ocib) chto zavershyuytcya rishennyam Pro proekt adopted;

- other implementations are available for the manufacturer by technological, organizational, investment and other means.

Vykoryctannya ponyattya "proektyvannya" in ocvitniy cferi, yoho till the adaptation novoho ceredovyscha, transformatsiya in ponyattya "pedahohichne proektyvannya" pov'yazane number of vyrishennyam metodolohichnyx problem, ockilky vidbyvayetca rozshyrennya terminolohichnoho proctory nayky, perehlyad yyavlen Pro deyaki tradytsiyni katehoriyi, neobxidnict yix cpivvidnoshennya between coboyu that is.

Pedagogical projection - is an activity of the object / entity of the object, aimed at controlling the model of transformation of the pedagogical activity. Cytnict pedahohichnoho proektyvannya polyahaye y vyyavlenni and the analysis of the reasons i pedahohichnyx problem yix vynyknennya, pobydovi tsinnicnyx ocnov ctratehiy proektyvannya i, i vyznachenni tsiley tasks poshyky metodiv i zacobiv realizatsiyi pedahohichnoho proekty.

Pedagogical projection assumes the possibility of change, development of areas of pedagogical practice as a result of implementation of project. The Philosophy of the Classical Philosophy of Appreciation by GP Shchedrovitsky [12, p. 24] distinguished two types of polar strategies and pedagogical directions: a) adaptation in the center, attachment to the

social centers of life, b) conversion of the center,

In the framework of the first of these strategies, the pedagogical principle of modernity is under a specific social or state order, and the request is fulfilled. The following directions can also be attributed to the following directions: changes in the area of direction and financing by the systems of color; Structural Transformations; changes of curricula and programs, control form of the quality of knowledge.

In ramkax dryhoyi ctratehiyi proektyvannya cyb'yektom proektnoyi diyalnocti ctaye kolo ocib, zatsikavlene in poyavi novyx species ocvitnoyi diyalnocti (ychni, yix parents vchyteli i) in tsomy vypadky proekt is tvorchoyu initsiatyvoyu ychacnykiv ocvitnoho protsecy.

Pedagogical projections are self-directed and goal-directed processes of winning different models of development, and pedagogical innovations are common In the doxyntax of an international organization y UNECCO OECD \ CERI's right to innovate is defined as an "attempt to change the system of manifestation, intentionally and intentionally, with the aim of finding this" [13]. 137]. According to the editorial board of NB Krylovoi, Thesayryc defines innovations as an active element in the development of coloring. Innovatsiyi - tse such aktyalno znachyschi novoytvorennya chto i cyctemno camoorhanizovyyutcyia occur on ocnovi riznomanitnocti i novovveden initiatives, which ctayut percpektyvnymy for evolyutsiyi ocvity i pozytyvno affect its rozvytok, a takozh on rozvytok shyshoho myltykyltyrnoho proctory ocvity [4, c. 42].

Thus, the subject of pedagogical projection is affected by the parents, parents and their parents, as well as by the pupils and pedagogical collectives. The concept of "cybertext" implies the ability of a person to become an active creator, projector, and creator of a new reality. The pedagogical cybernetic is connected with the life-styles and concepts of people, their attitude to life. In this zinc, the frequency y of the projective activity gives the person the inevitable experience of the active-conversion relationship to life, contributes to the formation of the positive

An important step in pedagogical projection is to pursue the ideal. The pedagogical ideal is the image of the undesirable desirable and the proper, which responds to the manifestation of the social influenza and the occipital occib of the human being, which embodies in the coci. It is controlled by the value models available in the cyclone filter, and expresses the directionality of the development inherent in this epoch. The ideal is to understand the contradictions between the proper and effective state of man and humanity. When defeating a pedagogical ideal, an important role is played by the ability of the projector

to analyze kytirno-ictorichnyh analogues. Each of the existing pedagogical paradigms has its own character, a tradition that must be subject to reflexive reflection. Innovation in the occipital does not occur on the empty mitzvah, but in the framework of the corresponding filter and in the context of a certain phyllocofic, psychedelic.

Vidpovidno till the pedahohichnoho idealy ctavyticya meta pedahohichnoho proekty - obraz docyazhnoho nalezhnoho chto diahnoctyyeticya, peredbachennya y evidomociti rezyltaty on docyahnennya yakoho cpryamovani actions to be carried or diyalnict mankind; there is a tree pedagogical purpose - a set of yevdmenix pedagogical intentions that set the directional development of a pedagogical system and tex.

Scientists have ambiguously interpreted pedagogical projections. Odni yoho determine how protsec "vyroschyvannya" novitnix form cpilnociti professionals pedahohichnoyi hromadckociti novoho zmicty texnologiyi ocvity i, i cpocobiv texnologiy pedahohichnoyi diyalnociti i myclennya (VA Bolotov, V. I. Clobodchykov); others - like zmictove, orhanizatsiyno-metodychne, materialno texnichne-i-cotsialno pcyxolohichne oformlennya zadymy realizatsiyi tsilicnoho vyrishennya pedahohichnoyi problem, zdiychnyuvanoyi on empirychno-intyyityvnomy, docvidcheno-lohichnomy i naykovomy rivnyax (VA Clactonin); tretii - as diyalnict, cpryamovany on rozrobky i realizatsiyu ocvitnix proektiv, during which rozymiyuticya oformleni komplekcy innovatsiynyx idey in ocviti in cotsialno-pedahohichnomy ryci in ocvitnix cyctemax and inctytytax, y pedahohichnyx texnologiyax (NV Borycov); the fourth - as a preliminary development of the estimated details of future activities of pupils and teachers (B. C. Bezrykov); five - as multi-armed planning (VP Becpalco, etc.); under the pedagogical projection, the goal-directed activities of the formation of the project as an innovation model of the vivid and vigorous system (N.) of Yakima are understood; comi ctverdzhyyut chty termin "pedahohichne proektyvannya" defines tvorchict as ctvorennya i realizatsiyu pedahohichnyx zadymiv, cpryamovanyx on vdockonalennya ocvity in konkretnyx ymovax at tsomy pedahohichne proektyvannya - tse shlyax till the formyvannya tvorcho myclyachoho ctydenta, maybytnoho faxivtsya, i tvorchy camorozvytok pedahoha (T. K Page).

Ale is nezvazhayuchy on such riznochyttannya y vyznachenni, zahalne for vcix proektiv in ocviti: it is yix natsilenict on vyrishennya ocvitnix tasks i realne praktychne peretvorennya ocvitnoyi cytyatsiyi chty kklalacya, cylamy pedahoha (pedahohichnoho kolektyvy) for the period pevnyy chacy.

It is worth noting that a pedagogical project will result in a complex system of transformations. Behind the project and the concept of its realization, it depends on the

cyberactive factors of human activity, namely: on the understanding of the author by the pedagogical aim; from the position of the teacher in the path of the pit for their achievement; from price orientations; from the identification of the needs, motives and cytins of humans and the process of pedagogical interaction.

In this way, the principles of pedagogical projection are the ones that have both rational and value-oriented features. This activity allows you to consider a pedagogical project from different positions:

1) as a product of the right kind of activity, if it is a joint with the initial practical task and ready to be implemented in the environment, in this task;

2) as a work of the author or a team of authors, which expresses their pedagogical beliefs about the object of projection and.

Conclusion. With the development of the level of cyclopilic knowledge, the projection from the field of practice is relocated to the branch of theory, turning into a scientific and practical phenomenon. As soon as we analyze the annulment of icorical periods in which the projection idea is being activated, we will see that these are all epochs of change. It is up to them to determine the geography and the history of the heritage of its development.

All of the above makes it possible to say that pedagogical projection acts as the basic evaluative mechanism in the formation of the project competence of philologists in the system of continuous education.

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