O. V. Prosina, Luhansk Regional Institute of Postgraduate Pedagogical Education

PECULIARITIES OF USING THE PROJECT TECHNOLOGY AT THE LESSONS OF ARTISTIC CULTURE IN SCHOOLS OF GENERAL EDUCATION

Prosina O. V.

Peculiarities of Using the Project Technology at the Lessons of Artistic Culture in Schools of General Education

The article reveals the nature of Project Technology describes the classification and types of design techniques, highlights a number of pedagogical conditions for the effective implementation of Project Technology. The stages of introduction of the project technology at the lessons of artistic culture are characterized in the article. The contradiction between the theoretical conception of teacher about the introduction of project technology and the practical direction of their activity at the lessons of Artistic Culture in schools of general education are determined. One of the problems of effective usage of project technologies at the lessons of Artistic Culture, insufficiently formed ability of critical thinking, is characterized in the article.

The directions of critical thinking development at the lessons of Artistic Culture are traced: using the strategy INSERT, writing an essay, using the interactive game "Delicate saw" that helps to form the skills of working in groups, coaching to learn the material on the one's own hook and to teach the others, also the communicative competence is formed. The role of a teacher in work is determined – he is a coordinator and a facilitator of group work, he also is a consultant. The attention was stressed on the fact that the teacher forward forecasts the hazards in work, helps in time and directs the group work. He always goes close by students, but doesn't take the initiative, and doesn't replace all the responsibilities for the final product of the project on himself.

Key words: project technology, critical thinking, interactive technologies.

Communicatory community sets the new tasks behind the contemporary education, the carrying out of which needs the change of educative paradigm – from semantic to practically directed. The Public Standard of base and full secondary education determines competence-based direction of education, that creates the conditions form individualization and differentiation of education, deeping of

practical and creative dominant of educational process, introduction of individually-oriented technology.

Using of Project Technology during teaching Artistic Culture assists the development of such competences as ability to learn by one's self, communicative and informative abilities etc.

Contemporary scholars K. Babiy, A. Bahtarova, I. Litvinenko use the project technology during the nontraditional lesson at school; I. Bazarnuc'ka, N. Koval, S. Ivanisova, N. Kotelyanec, N. Parhomenko, L. Surotyk, G. Habaznya describe the peculiarities of project activity technologies realization in Primary school. T. Belyavceva and P. Lerneg apply the project method for forming cognitive activity of pupils; V. Verbuckiy bases the project form of study and education in schools of general education and out-of-school institutions. V. Vorona, L. Semeshko, S. Stah observe the method of projects in out-of-class work; Y. Litvinova, N. Savenko, G. Kovganuch, O. Timoshenko observe projecting in educative school process. The application of project technology at the process of teaching Artistic Culture is observed by L. Masol, E. Muropolskaya, L. Kondratova.

The project technology is a rather investigated theme in scientific literature, but it also needs improvements of its practical usage, in organization of pupils' activities, especially at Artistic Culture lessons.

At the world pedagogy the project method appeared at 20s of 20th century in USA. At the beginning it was called "the problem method" and it was developed in philosophy and education, in pedagogical views and experimental works of John Dewey. American philosopher and pedagogue supposed that the education should deliver not only knowledge that will be needed in future adult life, but also scholarship, abilities and skills that are able to help a child just today in solving his or her life problems. John Dewey's follower American teacher V. H. Kilpatrick practically realized the ideas of his forerunner projecting and named the way of pupil's work organizing as a project method. The development of informative and creative skills, ability to construct its own knowledge, ability to orient in information, ability to think critically lie in the base of projecting. Kilpatrick proposed such a classification of projects:

- Productive project (creative), tied with labour working (constrictive, creation of a model, taking care about plants and animals).

- Consumer project (preparing the excursions, proposing service, organization of free time).

- Research project (biological, physiological, technical, solving historical or literal problems).

- Educational project (project-exercise) for mastering certain skills [6].

Different types of projects and different themes exist. The theme can be proposed either by a teacher or by a pupil. Such main types of projects are distinguished in contemporary pedagogical literature:

- Creative projects. They don't have detailed structure of common participants' activity. They make arrangements in advance about the planned results and forms of their presentation: hand-written journal, collective collage, video film, evening, holiday etc.

- Playing projects. The participants take determined roles, caused by the character and contest of a project. It can be literary heroes or real ones, existing people, their social and business relationships are being imitated.

- Informative projects are directed on gathering the information about some object; effect, on acquaintance of all participants of the project with this information, its analyses and facts generalization.

- Projective-oriented projects. The results of pupil's activity are clearly determined from the very beginning. They are oriented on social interests of pupils (documents, programs, vocabulary, and project of school garden). The project needs making a scenario of all the activities of its participants with determining the functions of every one of them. It is very important to coordinate the work in form of step-by-step discussing and presentation of received results.

- Research projects determine deliberated structure, determined goal, the actuality of the object's research for all the participants, social significance, reasoning of experimental methods and methods of results trimming.

For the effective usage of technologies of project operation in education institutions it will be reasonable to provide a line of pedagogical conditions:

- The presence of significant problem in research and creative field, that help to look for its solving.

- The accordance of projects to the theme and didactic goals of the lesson topic.

- Practical, theoretical, cognitive importance of forecast results.

- Independent work of students.

- Determination of the project end goals.

- Structuring of the meaningful part of the project (stages, goals, distribution of roles)

- Usage of the research methods.

- The results of made projects should be material, decorated in a proper way (video film, newspaper, presentation etc.).

- The leader of the project should posses the technology of project activity.

- The active creative position of every participant of a project.

Contemporary scientists-practices L. Masol, E. Muropolskaya L. Kondratova recommend to introduce actively the project technologies at the lessons of Artistic Culture. For organization of activity at the lessons of Artistic Culture the scholars recommend such stages [1]:

- Preparatory stage (definition of theme and goal of a project, projecting the projecting activity)

- Practice-executive stage (collecting the information, its analyses, formatting the conclusions, decorating the results of practical activity).

- Conclusive stage (preparing the project for the defense, the presentation of the project, the defense of the project, evaluation of the project, reflection).

While discussing the problem of using the project technology at the lessons of Artistic Culture with the teachers that attend the courses of qualification extension in LRIPPE, we can make the conclusion that they know the essence, meaningfulness, theoretical information about the organization of projecting activity, but there appears

a contradiction between the teacher's theoretical conception about the project's technology application and practical direction in schools of general education, especially at the lessons of Artistic Culture.

On our mind, the main problem in technologies introduction is teacher's inobservance and pupil's unformed readiness for the project activity. The practical experience witnesses that the pupils of high school it may be not enough formed critical thinking; undeveloped ability to plan research work and non-awareness the significance of the planning stage; appearing the difficulties during the organization of group work, etc.

The teacher should prepare the pupils well for the project work. First of all, they should direct the work at the lessons on the development of the critical thinking. O. Pometyn indicates that "the critical thinking comes forward as non-standard, that grounds at the opportunity to see and to evaluate the alternatives, priorities, to determine the trustworthiness and expediency of facts, phenomenons, events" [3, p. 5] The author indicates the practical direction of this type of thinking: "This practical thinking, that with the help of theoretical knowledge gives the opportunity to find, to elect and to base the needed solving" [3, p. 5]. O. Pometyn stresses that "abilities and skills to analyze, synthesize, compare, unite facts, and make based conclusions assist the development of critical thinking" [3, p. 5].

The strategic direction in pupil's development of critical thinking is to teach them to put questions:

- What do I think about this?
- How the new information does suit the information that I already know?
- What can I do it in another way after getting to know the new information?
- How does this information influence my beliefs?

It will be good to propose the pupils to master the educative strategy INSERT – reading the text with marks. This method was treated ion 1986; its authors are J. Vaughan and T. Estes. In 1997 this method was modified by American scholars C. Temple, K. Meredith and D. Still. It was made in method of development of critical thinking.

This method gives the ability to learn to read pensive, to highlight the key information, to classify the given information, to evaluate it and to understand that each person perceive the same information in different ways.

I - interactive	Self-activate	"v" – already knew
N – noting	Dialogue	"+" – new
S – system	System marking	"–" – thought another way
E – effective	For effective	
R – reading &	Reading and	"?" – have questions
T - think	Thinking	

There are the following stages of critical thinking:

- Getting the information of one, but more likely of several sources.
- Analyses of its context or different points of view, choosing that variant that seems to be the right one.
- Comparison it with another variants or opposite points of view.
- Adding the arguments or development proves for the position support.
- Making a decision based on arguments.

In the process of learning the Artistic Culture it is reasonable to give such texts or pupils that need some questions. For example, pupils study the baroque époque at 10th form, and at this period the article "Johannes George Pinzel's renascence" can be given for familiarization. The pupils should read, make the questions and ask them to class. In order to higher the pupil's motivation the game forms of work can be used. For example, to unite the teams, that make the questions according to the given text, and then, one by one they ask the questions. The teacher can be an expert that evaluates the questions and the answers, and gives points for every answer.

The pupils can be given such pieces of advice:

- To form the questions concretely and clearly.
- To use six "journalists' questions" in order to get different information about the certain object: Who? When? How? Why?

- To use "open" and "close" questions to gain the purpose. "Open" are questions where a person can tell his or her own opinion. "Close" are the ones, where a person can answer only "yes" or "no". They are asked if we are interested in agreement of a person, or if we check whether the person pays attention to other thoughts.

- To be ready for the fact, that all people are different, learn to accept them like they are, not trying to change such facts that you don't like in them.

- To value a personality in every person, to respect his or her thoughts and beliefs, whether they coincide with yours or no.

- To want to save your face as "pleasant collocutor". One of the forms that prepare or project work is writing as essay, a free composition where pupils tractate free different topics. The pupils should convince that they know the topic well and can say arguments for their point of view. The pupils should understand, that an essay is a free expression of their thoughts, and reaching the work's goal depends if the thoughts will be reasoned.

While writing an essay it is very important to keep certain rules: so, the work should consist of 3 parts: introduction, that explains the theme or the idea; main part, giving the facts, proves, explanations; conclusion foreknows totals, uniting the introduction and the main part. There can be given lexical constructions that can help to write the essay. For example:

1. On my opinion, I think, from my point of view the author (of this saying): - wanted to say, - thought that…-pointed the problem, -touches the question, -raises the problem.

2. I agree with the author (name and surname). I can't disagree. I absolutely agree. I do not agree with all. Unfortunately I do not agree with the point of view.

3. This saying seems to be contradictory for me.

4. The rightness of this statement is evident.

5. In vain the national wisdom says…..

6. Of course, there are some thoughts….One of them is…

7. In order to prove my point of view I want to give an example.

8.	In accordance with this, I can remember… (Case, TV programme etc.).

9.	My idea is the vest illustrated with the episode of a story, novel, etc.

10.	Ending my essay I would like to make an accent at.

11.	At the end I would like to come back to the epigraph.

12.	I would like to end the essay with the line of a famous poet, idea, or with one more aphorism.

Pupils were proposed to write an essay after watching the film of I. Bergman. A pupil of 11th form, K.N. was rather convincing at her work: „I have heard positive responses for not one time that is why I started watching with inspiration. The subtitleand the "Autumn Sonata" starts... The first that I pay attention to is the duration of the film…just 1 hour 18 minutes ….Modern Author Cinema (Art-house), any product that pretends for its philosophical trying to understand, but not entertainment, lasts 2 or more hours. That is why I was first of all picked up my ears… But, telling forward, I would like to say that the author used the time very to the point! He put out all that was needed, nothing unnecessary!" Later, the pupil in her main part of the essay outlines 3 parts of film, and gives them names: "Start", "Tension", "Winding up" and opens her impressions from each part. At the conclusion Nathalie says: „The film is wonderful! Actors lived their roles greatly! It is impossible not to believe them! LivYl'man and her heroine strike me a lot, and during the film I was felling sympathy and stupor, living the life of each of that women! Without any doubts, such woman as Ingrid Bergman should play Eva's mother! This role was wonderful, bravo! The problem of relations in family, the way of solving it, and the results are highlighted in full way! There is something you can be taught, and something you can think about! It is forgiveness…Thank you for a lesson!

After the fact that pupils can easily get acquainted with the text, put and answer the questions, tell his or her point of view about the material, that they are learning, argument it we come to the usage of game "Delicate saw". From our point of view, this game helps to form skills of work in groups, teach to learn the material by your own; the communicative competence is actively formulated. The gotten experience helps pupils in

group project activity. But it is not useful to hurry up and to start with individual projects, then to take pair projects and only after that to create group projects.

In order to get quality result, during making the group project a group leader is very important is very important, his ability to organize and optimize group's work leads to the project success. The role of a teacher in woks is the following: a coordinator and a facilitator of group work, he also is a consultant. The teacher forecasts the risks in group, in time helps and coordinate pupil's work, goes close to pupils, but doesn't take the initiative and doesn't replace all the responsibilities for the final product of the project on him.

I would like to point out, that for teaching Artistic Culture, project activity is ideal for dipping into cultural layers, for personal penetration into artists creativity and better emotional sharpening of artistic works perception.

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Просіна О. В.

Особливості використання проектної технології на уроках художньої культури в загальноосвітній школі

У статті розкрито сутність проектної технології, охарактеризовано класифікацію та типи проектних технологій, висвітлено низку педагогічних умов для ефективного впровадження проектних технологій. Проаналізовано етапи впровадження проектної технології на уроках художньої культури. Визначено суперечність між теоретичними уявленнями вчителя про впровадження проектної технології і практичною спрямованістю їх діяльності в загальноосвітній школі, зокрема на уроках художньої культури. Охарактеризовано одну з актуальних проблем ефективного використання проектної технології – недостатньо сформоване в учнів уміння критично мислити. Окреслено напрямки розвитку критичного мислення на уроках художньої культури.

Ключові слова: проектна технологія, критичне мислення, інтерактивні технології.

Просина О. В.

Особенности использования проектной технологии на уроках художественной культуры в общеобразовательной школе

В статье раскрыта сущность проектной технологии, охарактеризованы классификации и типы проектных технологий, освещен ряд педагогических условий для эффективного ее внедрения. Проанализировано этапы внедрения проектной технологии и определено противоречие между теоретическими представлениями учителя о внедрении проектной технологии и практической направленностью их деятельности в общеобразовательной школе. Дана характеристика одной из актуальных проблем эффективного использования проектной технологии – недостаточно сформировано у учащихся умение критически мыслить. Определены направления развития критического мышления.

Ключевые слова: проектная технология, критическое мышление, интерактивные технологи.

Information about the author

Prosina Olha Volodymyrivna, Candidate of Pedagogical Sciences, Chair of the Department of Management of Education, Lugansk Regional Institute of Postgraduate Pedagogical Education.