FEATURES OF THE WORK ORGANIZATION AT THE MAIN STAGES ON THE PROJECT IN THE PRIMARY CLASSES

CARACTERÍSTICAS DA ORGANIZAÇÃO DO TRABALHO NAS PRINCIPAIS FASES DO PROJETO NAS AULAS PRIMÁRIAS

CARACTERÍSTICAS DE LA ORGANIZACIÓN DE TRABAJO EN LAS PRINCIPALES ETAPAS DEL PROYECTO EN LAS CLASES PRIMARIAS

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ABSTRACT: The aim of the article is to analyze the main stages of work on the project and characterize the activities of the teacher and student at these stages. The basis of the project activity is the development of students' cognitive skills, the ability to independently design their knowledge and navigate the information space, the development of critical thinking; an idea is laid that constitutes the essence of the concept of "project", its pragmatic focus on the result, which is obtained when solving a particular practically or theoretically significant problem. This result can be seen, comprehended, applied in real practice. To achieve such result, it is necessary to teach children to think independently, find and solve problems, using knowledge from different areas for this purpose, the ability to predict the results and possible consequences of different solutions, the ability to establish cause-and-effect relationships. To accomplish the

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goal of the study, several primary stages of work on a project are considered, including problematization, goal setting, planning, implementation, presentation, and reflection. In conclusion, it can be inferred that the application of the project method in the classroom in primary school does not supplant the classroom system but complements, arranges, and extends it.

KEYWORDS: Project activity. Junior student. Stages of work on a project. Teacher activity. Student activity.

RESUMO: *O objetivo do artigo é analisar as principais etapas do trabalho no projeto, caracterizando as atividades do professor e do aluno nestas etapas. A base da atividade de projeto é o desenvolvimento das habilidades cognitivas dos alunos, a capacidade de projetar independentemente seus conhecimentos e navegar no espaço da informação, o desenvolvimento do pensamento crítico; é colocada uma ideia que constitui a essência do conceito de "projeto", seu enfoque pragmático no resultado, obtido ao resolver um determinado problema prático ou teoricamente significativo. Esse resultado pode ser visto, compreendido e aplicado na prática real. Para tal, é necessário ensinar as crianças a pensar com independência, encontrar e resolver problemas utilizando conhecimentos de diferentes áreas para o efeito, a capacidade de prever os resultados e as possíveis consequências de diferentes soluções, a capacidade de estabelecer causas e relações de efeito. Para cumprir o objetivo do estudo, várias etapas primárias de trabalho em um projeto são levadas em consideração, incluindo problematização, estabelecimento de metas, planejamento, implementação, apresentação e reflexão. Concluindo, pode-se inferir que a aplicação do método de projeto em sala de aula no ensino fundamental não suplanta o sistema de sala de aula, mas o complementa, organiza e amplia.*

PALAVRAS-CHAVE: *Atividade de projeto. Aluno primário. Etapas do trabalho em um projeto. Atividade do professor. Atividade do aluno.*

RESUMEN: *El objetivo principal del artículo es analizar las principales etapas de trabajo en el proyecto, caracteriza las actividades del profesor y alumno en estas etapas. La base de la actividad del proyecto es el desarrollo de las habilidades cognitivas de los estudiantes, la capacidad de diseñar de forma independiente su conocimiento y navegar por el espacio de información, el desarrollo del pensamiento crítico; Se plantea una idea que constituye la esencia del concepto de "proyecto", su enfoque pragmático en el resultado, que se obtiene al resolver un problema particular de importancia práctica o teórica. Este resultado se puede ver, comprender, aplicar en la práctica real. Para lograr tal resultado, es necesario enseñar a los niños a pensar de manera independiente, encontrar y resolver problemas, utilizando conocimientos de diferentes áreas para este propósito, la capacidad de predecir los resultados y las posibles consecuencias de las diferentes soluciones, la capacidad de establecer causa-y -efectos en las relaciones. Para lograr el objetivo del estudio, se tienen en cuenta varias etapas primarias del trabajo en un proyecto, incluida la problematización, el establecimiento de metas, la planificación, la implementación, la presentación y la reflexión. En conclusión, se puede inferir que la aplicación del método del proyecto en el aula de la escuela primaria no suplanta el sistema de aula sino que lo complementa, ordena y amplía.*

PALABRAS CLAVE: *Actividad de proyecto. Alumno junior. Etapas de trabajo en un proyecto. Actividad del professor. Actividad del alumno.*

Introduction

The Law on Education of the Republic of Kazakhstan and the State Educational Standard of the Republic of Kazakhstan set the following tasks:

1)   creation of the necessary conditions for obtaining high-quality education aimed at the formation, development, and professional development of an individual based on national and universal values, achievements of science and practice (Law of the Republic of Kazakhstan dated July 27, 2007, No. 319-III "On Education") (KAZAKHSTAN, 2007).

2)   the development of the child's abilities, positive motivation, and skills in educational activities: strong reading, writing, counting skills, language communication experience, creative self-realization, a culture of behavior for the subsequent development of educational programs in basic school;

3)   the formation of the moral qualities of the child's personality, his emotional-value attitude to the world around him, the development of his individual abilities and skills in cognitive activity (State compulsory standard of secondary education (primary, basic secondary, general secondary education), approved by the Resolution of the Government of the Republic of Kazakhstan dated 23 August 2012, No. 1080) (KAZAKHSTAN, 2012).

As one of the possible ways to solve the set tasks in primary school, project activities can be organized. Such activity, firstly, satisfies the intellectual interests of students, their curiosity and, secondly, can become the foundation for the further creative activity of school graduates.

Project-based learning fits well into the paradigm of student-centered pedagogy since when working on a project, each student can find a job that best suits his interests and capabilities. It is always focused on the independent activity of students - individual, pair, group, which students perform for a certain period time. This activity is always aimed at solving a problem. And the solution to the problem involves, on the one hand, the use of a set of various methods and teaching aids, and on the other hand, the need to integrate knowledge and skills from various fields of science, technology and creative fields. The results of completed projects should be what is called "tangible": if this is a theoretical problem, then its concrete solution, if practical - a specific result, ready for implementation (POLAT *et al.,* 2005).

To start the implementation of project activities, it is necessary to highlight the main stages of work on the project and give a brief description of them. The phased sequence of organizing project actions is deliberately built both on the side of the students and on the side

of the teacher initiating the implementation of the project (KOLESNIKOVA; GORCHAKOVA-SIBIRSKAYA, 2005, p. 61).

Methods

In our work, we distinguish several main stages of work on a project: problematization, goal setting, planning, implementation, presentation and reflection.

Results and Discussion

The first stage is **problematization**. At the stage of acquaintance with project activities, children form their first ideas about the project and the concept of "problem", which is advisable to consider as an incentive to action to resolve the contradiction between the desired and existing, which is personal or socially significant. Not every problem makes a person act. The process will begin when the original problem of the project takes on a personal dimension. At this stage, the teacher will have painstaking individual work with the student. Material for discussion can be a life experience, relationships, educational interests, hobbies, personal problems, etc. From such a conversation, the first outlines of future work should appear, its implicitly formulated goal.

Often teachers offer children ready-made topics and even project names. It's good if such a topic is of real interest to the student. But if this is not the case, then all the work on the project, and sometimes it is a long work, will turn into a heavy-duty - in this case, the powerful potential of the project as an active learning technology will be reduced to zero. It should be borne in mind that for a teacher, the project method is a rather laborious technology. Therefore, it is advisable not to offer children ready-made project topics. It is better to offer any problem in the most general terms and allow the children to discuss it and speculate, perhaps reformulate or even independently choose a problem on which they would be interested to work (LI *et al.,* 2016, p. 76).

This stage is the most difficult for students. The difficulty of interaction between a teacher and a student at this stage is primarily because since at this moment the child is practically not motivated to work. The most ineffective way is direct coercion, it can cross out all the upcoming activity, devalue it as a tool for the teacher's pedagogical influence and deprive the student of the meaning of the work of the student as creative. Therefore, at the very beginning of work on a project, it is necessary to show the maximum pedagogical tact, to help

the child find among his interests what could be embodied in the project. And only then think about how to use this to teach and educate a child.

The project problem leads to its *theme*, which is often a short formulation of the original problem.

The choice of project topics in different situations can be different. In some cases, teachers determine the topic, considering the educational situation in their subject, natural professional interests, interests and abilities of students. In others, the topics of projects, especially those intended for extracurricular activities, can be suggested by the students themselves, who, naturally, are guided by their own interests, not only purely cognitive, but also creative, applied.

It is possible that the topics of the projects relate to some theoretical issue of the school curriculum in order to deepen the knowledge of individual students on this issue, differentiate the learning process (for example, the problem of nutrition or ecology in a metropolis, the problem of labor and mutual assistance in Russian folk tales, etc.) (POLAT *et al.,* 2005*).*

More often, however, the themes of projects relate to some kind of practical issue that is relevant to everyday life and, at the same time, requires the involvement of students' knowledge not in one subject, but from different areas, their creative thinking, research skills. Thus, completely natural integration of knowledge is achieved.

The next stage is **goal setting**. When the project problem has been given a personally meaningful character, the student has a primary motive for the activity. At the beginning, the purpose of the work to be done is determined by the adult. To do this, he singles out the most interesting and urgent problem for children from the set of less significant ones and brings the younger student to it. Naturally, the range of selected problems can be very broad. Therefore, the teacher must help children to focus on specific tasks. Look around: what difficulties do they face, their loved ones, friends? How can they please their parents, grandmothers, grandfathers, sisters, brothers, friends? How can they help the people around them? What can you suggest doing to make their life and the life of their loved ones more joyful and interesting? Gradually, children learn to independently put forward and choose goals, to verbally formulate a problem (LI *et al.,* 2016, p. 76).

Younger schoolchildren should realize and understand: why and why they will carry out the project, what is its significance in their life and in the life of society, what is the main task of the upcoming activity. It is necessary to orient students to ensure that they set realistically achievable goals and correctly assess their capabilities.

When choosing design objects, it is better to focus the attention of children on simple and small work. In addition, children of primary school age have not yet sufficiently developed the skills of independent work, so it is better to choose such project tasks that would be performed in micro groups and would be subordinated to a single idea.

Based on the ability to listen to answers in group discussion and to treat them critically, the ability to evaluate the best solution is formed, to solve inventive, predictive, research and problems with a lack of data.

At the stage of goal setting, when working with younger students, it is advisable to use the following methods and techniques: discussion, competition for the best idea (project), organizing excursions, conversations, considering illustrations, pictures on this topic, and didactic games can also be held.

When choosing objects, it is possible to study the history of this problem (or rather the product that will be manufactured). At first, the use of design in work with younger schoolchildren can become familiar with history by the teacher himself. Gradually, the family can be involved in this. Parents together with their children are looking for answers to the questions suggested by the teacher. In the lesson, the children give short messages about the history of the product that will be made. The teacher helps the children with questions, then complements the children's answers and summarizes them with a short story.

Achieving the goal of the project should contribute to solving the original problem. At the same stage, it is necessary to determine what the *project product* will be, to decide what will be created for the project's goal to be achieved. To do this, you need to imagine as many ways as possible to achieve the goal of the project and choose the most optimal one.

When you have a clear idea of the original problem of the project and its purpose is clear, you need to **plan** all the steps that have to go from the original problem to the implementation of the project goal. Now it is necessary to give the emerging ideas and distant goals a more mundane character, decomposing them into separate steps, defining tasks and methods of work, outlining deadlines and evaluating available resources. Planning is challenging for many students and may require significant teacher assistance. It is only important not to start planning instead of the child. This can lead to the fact that he will have the feeling that he has to implement someone else's plan, so he is not responsible for the work. You just need to show the planning algorithm. Ask your student the following questions:

What needs to be done to achieve the project goal? - the answer to this question will help break down the entire path from the original problem to the goal of the project into separate stages and determine the *tasks*.

How will you solve these problems? - defining *ways* of working at each stage.

When are you going to do this? - determination of the *terms* of work.

What do you already have to do the work ahead, what do you already know how to do? - identification of *available resources*.

What you do not have yet, what you still do not know how to do, what do you have to learn? - identification of *missing resources*.

By consistently answering these questions, the student will be able to develop a plan for their project.

When planning, the stages of all forthcoming work and its sub-stages are identified and analyzed; selection of materials, tools, devices necessary for work; organization of the workplace; identification of sources of necessary information, determination of methods for collecting and analyzing information; determination of criteria for control over the quality of work, which will help to analyze the final result after the end of the work, to identify what needs to be corrected; distribution of tasks (responsibilities) among the members of the working group. Here it is necessary to invite children (more often this is homework) to think about how the handicraft that they want to do externally will look like (ABYKANOVA *et al.,* 2020a).

If the project is implemented in several sessions (long-term), the children should tell what their craft will be (color, shape, size, etc.), while we use diagrams that indicate each parameter, and so as not to forget the appearance of the craft, we offer to sketch your idea. If the project is implemented in one or two sessions, then after the children have come up with how their craft will look like, they will introduce others to their idea if they wish.

An important technique at the stage of joint planning of the content and sequence of operations with an adult is the subject and sign modeling by the child of the path and method of obtaining a sample.

Different planning methods can be used depending on age and individual characteristics:

1)   a ready-made scheme for acting in a subject-picture or symbolic form;

2)   modeling the sequence of operations to obtain the required product by selecting the appropriate subject pictures or iconic images;

3)   independent cooperation with an adult, finding a way to achieve goals and fixing it in a plan-scheme.

At this stage, it is possible to use morphological tables. At the same time, various groups of objects of both the real and the fantastic world are used, stories and fairy tales are compiled based on the interaction of independently selected objects.

Speech is of particular importance for the development of the ability to plan activities. To activate and stimulate the child's speech, it is advisable to use jointly cooperative forms of activity with peers, where the condition of the activity is set in such ways that to obtain a product, the child is forced to resort to loud "socialized" speech that adequately reflects the sequence of operations (ALYABUSHEVA, 2011, p. 65).

At this stage, children also think over what tools they will need throughout the work and each specific stage.

At the next stage, the implementation of the planned plan will take place - you can start working in accordance with the developed plan and schedule, bearing in mind that, if necessary, you will have to make some changes to the initial concept. Here you have to make sure that the student does not lose his motive for work. Certain difficulties will surely arise, possibly of an objective nature. However, this is not a reason for downtime. In this case, you will have to make changes to the original plan - this can cause disappointment and, as a result, a decrease in motivation.

Many students have not yet developed a "sense of time". They often think that there is a lot of time, they can take their time and postpone the work "for later." Here you need to think whether it is worth interfering and urging, maybe it is useful for this student to get into time trouble? Some people work more efficiently under time pressure conditions. True, this does not apply, for example, to anxious children. In any case, building your interaction with a student, one must have a good idea of his individual characteristics.

As a rule, the most exciting part of all project work is **creating a project product**. Here the guys often show great activity, act independently, creatively. Sometimes the process of creating a product is delayed because this work is very exciting for the author, he is constantly improving something, coming up with more and more original solutions. It is only necessary to draw his attention to the time remaining before the defense (ABYKANOVA *et al.,* 2020b).

Children perform technological operations in compliance with technological and labor discipline, work culture, that is, the project is being directly produced. At the same time, they carry out step-by-step self-control, which allows them to control the actual solution of the

problem and adjust their actions in the process of performing work, correlating them with the scheme. The aim of the activity at this stage is the high-quality and longitudinal implementation of all planned operations.

We believe that this stage will most effectively take place in a playful form, in an expanded form, which is an activity in which children take on the roles of adults, and in a generalized form, in specially created play conditions, they reproduce their activities, the relationship between them. Here some elements of a business game appear, which is a form of recreation of the subject and social content of a specialist's professional activity, modeling of such systems of relations that are characteristic of this activity as a whole. In the process of a business game, the norms of professional activity are mastered, as well as the norms of social actions, that is, relations in the team. At the same time, each of its participants takes an active position, interacts with partners, correlating their interests with those of partners, and thus, through interaction with the team, learns themselves.

Independent work of younger schoolchildren is the highest form of manifestation of educational activity. Here motivation, purposefulness, independence, self-control and other personality traits can be traced. The independent activity of children is determined by an individual psychological feature - self-regulation, it presupposes the ability to assess the intermediate and final results of their activities, to correct their actions.

The role of the educator is to provide individual assistance to children. At the same time, the teacher, supervising this stage, can apply such methods as: "ignorant adult", the method of test questions, "video camera" and others.

After all the planned steps have been completed and the project product is made, it is necessary to write **a report on the work on the project**, i.e., arrange its written part. The progress report is a very important part of the project (ALYABUSHEVA, 2011, p. 10). Writing a report presents significant challenges, especially for those who have no project experience. Often, even those guys who are good at oral speech have difficulty putting their thoughts on paper. Discuss each part of the report in detail and invite your student to work on the writing part according to a jointly developed algorithm. The ability to accurately follow instructions is an essential skill that will be in demand many times in the future. In general, it is advisable to leave about a third of the total time of work on the project for writing the report. The teacher's task is to help the student correctly and concisely describe the whole course of work.

Next is **the presentation** of the project. A presentation is a showcase for a project. Everything should be subordinated to one goal - in the best way to show the result of the work and the competence of its author, which he acquired in the process of this work. Self-

presentation, the ability to show oneself in a favorable light, without losing a sense of proportion, is the most important social skill.

The presentation timeline, as a rule, provides no more than 7-10 minutes for a speech. During this short time, it is necessary to talk about the work that was carried out over several months, was associated with the processing of a large amount of information, communication with various people, the discoveries made by the author. In general, I want to talk about a lot. For this reason, presentation speeches often do not fit into the schedule.

So, the two main problems of presentation are speech and rules. It is very important to teach children to choose the most important thing, to express their thoughts briefly and clearly. It is better if the text of the presentation is written in the form of abstracts. This will allow you not to read everything from the sheet, but only to check with the main thoughts and not miss anything. During the speech, you need to monitor the time and the reaction of the audience.

Organization of the stage of **reflection**. This stage will include a comparison of the final result of the activity with the intended goal, as well as self-assessment and mutual assessment. At this stage, children analyze the work they have done, establish whether they have achieved their goal, what is the result of their work.

The adult, together with the children, analyze all the work done, compare the final result of their activity with the originally intended goal. It must be remembered that we are not dealing with one result, but at least two. The first can be considered the one that the child creates with his "head" and hands, that is, the products of his activity, the material, visual result. The second result is pedagogical. For the teacher, the main result of this work is not just a beautiful, ideally prepared craft by children, but above all the invaluable educational experience of amateur, creative, research work, new knowledge and skills that make up a whole spectrum of mental neoplasms that distinguish a true creator from a simple performer. This is what must be considered when summing up the results, when children and an adult carry out an analysis and self-analysis of the advantages and disadvantages of the project and give an "assessment" to the results obtained.

Younger students analyze the work they have done, establish whether they have achieved their goal, what is the result of their activities (what they planned and what they got). Children talk about the stages of their activities, analyze and evaluate their work, listen to the opinion of the teacher and peers about it. Evaluating his work, the child learns to see the world through the eyes of another, masters the ability to measure himself and his capabilities. Self-assessment of the results, process, yourself in it, considering the assessment of others, participation in collective discussion, group reflection (SELEVKO, 2006, p. 234).

Here, the same criteria for assessing the result are applied that were determined by the children together with the teacher at the planning stage.

The main question of the stage: Did you get what you intended? The implementation of reflection, in our opinion, depends on the level of development of the children's collective. The algorithm for implementing self-reflection (introspection) of a child at the first level includes answers to the following questions: What did I want to do? What did I get as a result? What did I do well? What didn't work out for me? What should you learn? This process, as a rule, is carried out mentally, and only at the stage of *trusting the teacher*, the child can say it to him. At the level when children have already mastered the algorithm of project activities, they realized the need for self-reflection and group reflection, they can say it out loud for the whole class. At the third level, collective reflection is carried out, during which there is a joint analysis on the following questions: How did we build the process together? Has this process turned out the way we planned, or has it changed? In which case is it better - planned or modified? What did everyone do? What didn't work out? Why? How can you fix this? Who did better than yesterday? What should everyone learn together? Who is the best today?

The teacher suggests remembering the sequence of the entire project. The work is first assessed by the author or a group of authors, and then by "experts" selected from among the children. The teacher assists in the selection of "experts", carries out a pedagogical analysis of their work.

When assessing the success of a student in a project or research, it is necessary to understand that the most significant assessment for him is public recognition of solvency (success, effectiveness). Any level of results achieved is worthy of a positive assessment. Assessing the degree of formation of the skills and abilities of project activities is important for a teacher working on the formation of appropriate competence in a student. You can evaluate:

- the degree of independence in performing various stages of work on the project;
- the degree of involvement in group work and the clarity of performing the assigned role;
- practical use of subject and school-wide Knowledge, Abilities and Skills;
- the amount of new information used to complete the project;
- the degree of comprehension of the information used;
- the level of complexity and degree of proficiency in the methods used;
- the originality of the idea, the way to solve the problem;

-        comprehension of the project problem and formulation of the goal of the project or research;

-        the level of organization and presentation of the presentation: oral communication, written report, providing objects of visibility;

-        possession of reflection;

-        a creative approach in the preparation of objects of presentation visibility;

-        social and applied significance of the results obtained (KRAUSE, 2013).

The ability to independently set goals and motivate work, the ability to independently operate the mastered methods of performing operations at the stage of project implementation, independently controlling and evaluating the results of their work, in our opinion, enable the child to go beyond the given situation.

Conclusion

During the implementation of the project, the teacher advises the students, gives advice, observes the process, summarizes the activities of the students and participates in the evaluation and defense of the project. The teacher pushes students towards a problem and directs students' activities to solve this problem, while ensuring the independence of the implementation of project activities. Students in the process of project activities improve their basic knowledge and skills of design.

Pedagogical tasks at all stages of teaching project activities should be solved by improving the organization of project activities of younger students. Younger students must have a desire to participate in project activities. Pedagogically well-organized project activity carries with it the possibility of accumulating positive experience in project activity.

When creating design work, primary school teachers consider that the creation of a project comes from children's needs and interests, stimulates children's independence, with its help the principle of cooperation between a child and an adult is implemented, which allows combining the collective and the individual in the educational process (ABYKANOVA *et al.,* 2020).

Summarizing the above, I would like to emphasize that the use of the project method in the classroom in primary school does not supplant the classroom system, but complements, organizes and expands it. To a greater extent, it contributes to the formation and development of communicative, informational, subject competence, develops communication skills, responsibility for joint work, the desire to help others, the ability to work in a team and complete the work begun.

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