

<sup>1</sup>Jainakbayeva G.T.\*

<sup>1</sup>*candidate of pedagogical sciences, associate professor of the Institute of History and Law of Abai KazNPU,  
Almaty, Kazakhstan  
E-mail: gulnara12.02.61@mail.ru*

## CONTENT, PRINCIPLES OF PROJECT-BASED TECHNOLOGY AND ITS APPLICATION IN HISTORY LESSONS

### *Abstract*

The article deals with the study and application of project-based technology in history classes. The purpose, types and stages of this technology are defined. The development of the world community in recent decades has increasingly clearly put the priority of the human personality at the centre of the education and upbringing system. In modern society there is an increased need for a teacher who is able to modernize the content of their activities through critical, creative thinking and application of the achievements of science and best pedagogical practices. The project method implies a certain set of educational and cognitive techniques and actions of students that allow solving a particular problem as a result of independent cognitive actions and involving presentation of these results in the form of a concrete product of activity. Application of modern educational technologies increases the efficiency of the learning process, strengthens learning motivation and cognitive activity of students, constantly supports teachers in a state of creative search of didactic innovations. Students are transformed from objects of the educational process into active and successful subjects, which also contributes to the success of the teacher as a professional. The application of project-based technology contributes to the personal confidence of each participant in the learning process, their self-fulfillment and reflection.

**Keywords:** modern educational technologies, project-based learning technology, professional development, teaching methods, history education, professional competencies, history class.

<sup>1</sup>Джайнакбаева Г.Т. \*

<sup>1</sup>*кандидат педагогических наук, доцент Института Истории и Права КазНПУ им. Абая,  
Алматы, Казахстан  
E-mail: gulnara12.02.61@mail.ru*

## СОДЕРЖАНИЕ, ПРИНЦИПЫ ПРОЕКТНОЙ ТЕХНОЛОГИИ, И ЕЕ ПРИМЕНЕНИЕ НА УРОКАХ ИСТОРИИ

### *Аннотация*

Статья посвящена вопросам изучения и применения проектной технологии на уроках истории. Определены цель, виды и этапы работы данной технологии. Развитие мирового сообщества в последние десятилетия все более явно ставит в центр системы образования и воспитания приоритет человеческой личности. В современном обществе возросла потребность в учителе, способном модернизировать содержание своей деятельности посредством критического, творческого его осмысления и применения достижений науки и передового педагогического опыта. Метод проектов предполагает определенную совокупность учебно-познавательных приемов и действий обучаемых, которые позволяют решить ту или иную проблему в результате самостоятельных познавательных действий и предполагающих презентацию этих результатов в виде конкретного продукта деятельности. Применение современных образовательных технологий повышает результативность учебного процесса, усиливает мотивацию обучения и познавательную активность учащихся, постоянно поддерживает учителей в состоянии творческого поиска дидактических новаций. Ученики из объектов образовательного процесса превращаются в активных и успешных субъектов, что способствует и успешности учителя как профессионала. Применение проектной технологии способствует повышению личной уверенности у каждого участника обучения, его самореализации и рефлексии.

**Ключевые слова:** современные образовательные технологии, проектная технология обучения, повышение профессионального мастерства, методы обучения, историческое образование, профессиональные компетенции, урок истории.

*<sup>1</sup>Г.Т. Джайнакбаева.\**

*<sup>1</sup>педагогика ғылымдарының кандидаты, Абай атындағы ҚазҰПУ,  
Тарих және Құқық институтының доценті, Алматы, Қазақстан  
E-mail: gulnara12.02.61@mail.ru*

## **ЖОБА ТЕХНОЛОГИЯСЫНЫҢ МАЗМҰНЫ, ПРИНЦИПТЕРІ ЖӘНЕ ОНЫҢ ТАРИХ САБАҚТАРЫНДА ҚОЛДАНЫЛУЫ**

### *Аңдатпа*

Мақала тарих сабақтарында жобалық технологияны зерттеу және қолдану мәселелеріне арналған. Осы технологияның мақсаты, түрлері мен кезеңдері анықталды. Соңғы онжылдықтарда әлемдік қоғамдастықтың дамуы білім беру мен тәрбие жүйесінің орталығына адамның жеке басының басымдығын айқын көрсетіп отыр. Қазіргі қоғамда сыни, шығармашылық тұрғыдан түсіну және ғылым жетістіктері мен озық педагогикалық тәжірибені қолдану арқылы өз қызметінің мазмұнын жаңарта алатын мұғалімге деген қажеттілік артты. Жоба әдісі тәуелсіз танымдық іс-әрекеттер нәтижесінде белгілі бір мәселені шешуге мүмкіндік беретін және белгілі бір қызмет өнімі түрінде осы нәтижелерді ұсынуды көздейтін студенттердің оқу-танымдық әдістері мен іс-әрекеттерінің белгілі бір жиынтығын қамтиды. Заманауи білім беру технологияларын қолдану оқу процесінің тиімділігін арттырады, оқушылардың оқу мотивациясы мен танымдық белсенділігін арттырады, дидактикалық жаңалықтарды шығармашылық тұрғыдан іздеу жағдайында мұғалімдерді үнемі қолдайды. Білім беру үдерісі объектілерінен оқушылар белсенді және табысты субъектілерге айналады, бұл мұғалімнің кәсіпқой ретіндегі табыстылығына да ықпал етеді. Жобалық технологияны қолдану оқытудың әр қатысушысының жеке сенімділігін арттыруға, оның өзін-өзі жүзеге асыруына және рефлексиясына ықпал етеді.

**Тірек сөздер:** заманауи білім беру технологиялары, оқытудың жобалық технологиясы, кәсіби шеберлікті арттыру, оқыту әдістері, тарихи білім, кәсіби құзыреттілік, тарих сабағы.

**Introduction.** Today, a main goal a teacher becomes preparation of his students for lifelong education, and his didactic task is to teach them how to learn, to help students capture universal skills, which will subsequently entail awareness of a need for self-education and lifelong learning. Boundaries between self-education and work of educational institutions are more and more blurred, and a question of combining both forms of work suggests itself. [1, 102].

Speaking of self-education, it must be said that this is a way to acquire knowledge and apply it in practical activities in an exclusively independent way, from extra sources additionally to a program provided for in a school. This significantly expands boundaries of holistic knowledge of the student and his understanding of the world around him. Formation of cognitive independence and activities, especially during history classes, is of particular importance today due to a continuous increase in volume of scientific information and processes of rapid ‘aging’ of knowledge. An urgent need arises to develop skills and abilities of self-education of students, it is necessary to teach them to study and gain knowledge on their own, to teach them an ability to adapt in life situations and independently make decisions, think critically. One of promising forms of work with pupils designed to develop these skills is a project-based method, which is implemented through arrangement of research activities of students. [2, p. 175].

**Methods and materials.** When writing the article, general scientific methods, analysis, systematization, analogy, generalization, classification, comparative analysis as well as historical methods of knowledge were used. Materials of the study included scientific works on philosophy, psychology and pedagogy, methods of teaching history, concerning various aspects of new educational technologies. Materials of both theoretical and scientific-practical orientation, which reflected prerequisites and grounds for emergence of educational technologies and dynamic characteristics of its development. When analyzing a documentary material, an entire complex of sources, accurate and indisputable facts, as well as a need for their critical consideration, was involved.

**Discussion.** Questions connected with study of new global educational technologies are set out in works of numerous scholars from different countries. These works focus on essence and concept of the educational

technologies. These works convincingly prove that the notion of 'technology' must firmly enter the education system and these technologies themselves must be actively introduced into everyday school practice.

In this connection, works on application of modern pedagogical technologies in educational institutions are of particular interest. These are works of the following authors G.K.Selevko, V.S.Zaitsev, N.V.Bordovskaya, S.R., Sh.M. Kalanova and others.

We can name a number of Kazakhstan's authors who research problems of introducing educational technologies into practice. Among them, I would like to mention works of the following authors: S.K.Islamgulova, G.M.Kusainova, L.Kh.Mazhitova, L.V.Zavadskaya and materials of various republican conferences, seminar-meetings.

Essence of the pedagogical technology was first revealed in works of Academician of the Russian Academy of Education V.P.Bespalko. Separate aspects and varieties of pedagogical technology of education were covered in works of P.I.Tretyakov and I.B. Sennovsky and others.

In methodological terms, the problem of teaching methods and the role of society in formation of a comprehensively and harmoniously developed personality were discussed in works of specialists N.D.Khmel, B.K.Abdugulova.

In our republic, pedagogical technologies developed by T.Galiev, G.K.Nurgalieva, M.M. Zhanpeisova are known. In his works K.K.Kabdykairov represents main results of introducing pedagogical technology of V.M. Monakhov in the educational process of school.

In recent years, problems of introducing new educational technologies have become a subject of detailed discussion at scientific-theoretical and scientific-practical conferences of the republican level.

Among modern educational technologies with traditional ones, project-based learning technology is more applicable in the process of teaching history. It is the project-based technology that helps form an adequate educational motivation for pupils and ensure development of their independent activity and creative initiative.

Recently, as an innovative trend, project-based technology has gained particular popularity in many countries worldwide, including in education of Kazakhstan. However, educational project-based learning technology is not a new phenomenon in the history of learning. Project-based technology in education has been known for quite a long time, it appeared in early 1920s in the United States, and in the Soviet Union it became widespread in 1925.

Originally, the technology was called the 'method of problems' and was associated with ideas of humanistic direction in education and philosophy, which were developed by an American philosopher and educator J. Dewey as well as his student V.Kh. Kilpatrick. J.Dewey believed that education is a process of accumulation and reconstruction of already existing experience to deepen its content, that is why a student must acquire experience and knowledge in the process of studying a problematic learning environment, making various models, schemes, conducting experiments and tests. Project-based method rests on an own way of a child to overcome challenges and quests: in the process of learning activities, students independently calculate and solve specific practical tasks.

The main concept laid down in the technology by the authors is active learning through purposeful activity of the student according to his personal interest directly in this knowledge [3, p. 152].

Educational technology of project-based learning offered by J. Dewey, basically implied learning that corresponded to personal interest of the student in a particular subject field. Therefore, it was very important to demonstrate to students their personal interest in the acquired knowledge, which can and must be useful to them in life. This requires a problem taken from real life, familiar and significant for the student, for solution of which he will need to use already acquired knowledge and new knowledge that has yet to be acquired [4, p.64].

To date, technology of projects undergoes successful development and becomes more popular due to an optimum combination of theoretical knowledge and its actual use to solve specific problems. Project-based technology enters life as a dictate of the time, a kind of response of the education system to the social order of the state and a parental community. Project-based technology is one of interactive methods of modern education. It is part of the entire educational process. Practical activities of applying the project-based technology demonstrates, as E.S. Polat notes that 'learning together is not only easier and more exciting, but also much more effective' [5, p. 193].

Learning projects make it possible to trace connections between different school subjects in the context of real-world problems, improve high-level thinking skills of students by working with fundamental ideas, and involve students in an active learning process.

Essence of the technology of projects is to stimulate interest of students in certain problems, assuming possession of a specific amount of knowledge, and through project activities, taking into account settlement of

these difficulties, ability to practically use the acquired knowledge, development of reflex or critical thinking. The problem sets a goal of thought, and the goal controls a process of thinking.

Essence of reflex thinking is a constant search and selection of facts, their analysis, reasoning over their reliability, logical construction of facts in order to learn new things, to form confidence, to find a way out of doubt based on reasoned reasoning. Need to resolve doubt is considered to be a continuous and main condition in the entire process of reflection. Where there is no question or difficulty in resolving or where there is no difficulty to be overcome, the flow of thoughts runs at random [6, p. 136].

The technology of projects always implies, first, solution of a problem, and, second, it focuses on obtaining a result. Project-based technology is a search, research activity of pupils formed in such a way, which takes into account not only achievement of a particular result, formalized as a specific practical output, but also the system to organize the process of achieving this result. In modern pedagogy, technology of projects is used not instead of systematic subject education but along with it as a component of the education system.

Project-based technology is a method of achieving a didactic goal through a detailed development of the problem, which must end with an absolutely real, tangible actual result, formalized in one way or another. Project-based technology is based on a concept that is the essence of the definition of 'project', its pragmatic focus on result that can be obtained by solving one or another practically or theoretically important problem. This result can be seen, comprehended, used in the course of real practical activity. Solution of the problem takes into account, on the one hand, use of a variety of methods in total, teaching aids, and on the other hand, it implies the need to integrate knowledge, ability to apply knowledge from different fields of science, engineering, technology, and creative fields. Results of the work done must be, as it is said, 'tangible', i.e., if this is a theoretical problem, then in this case its specific solution, if practical – a specific result, ready for use in a classroom, at school, in real life [3, p. 154].

For project-based technology, the issue of practical, theoretical and cognitive significance of expected results is considered to be very significant. It must be understood that project-based learning is indirect, and not only the results are significant here, but also the learning process itself.

Specialists from countries with extensive experience in project-based learning believe that it must be used as an addition to other types of direct or indirect learning, as a way to increase growth both in a personal sense and academically [7, p. 198].

Purposeful setting of the project-based technology is methods of activity, and not accumulation of factual knowledge.

The main goal of project-based learning is to create conditions in which students: independently and with pleasure acquire from various sources the knowledge they lack; learn to rationally use the acquired knowledge to solve cognitive and practical problems; acquire communication skills by working in different groups; form research skills (ability to identify problems, collect information, observe, conduct an experiment, analyze, build hypotheses, communicate); develop systems thinking.

Work with projects has a special place in the school system, allowing students to acquire knowledge that they cannot get with traditional learning methods. This becomes possible due to the fact that students themselves make their choice and take the initiative. From this point of view, a good project must:

- have practical significance;
- assume implementation of independent research by students;
- be equally unpredictable both in the process of working on it and upon its completion;
- be flexible in the direction of work and the speed of its implementation, imply the possibility of solving urgent problems;
- give the student the opportunity to learn in accordance with his abilities;
- promote demonstration of student's abilities in formulation of questions of the widest possible range;
- facilitate interaction among students.

A project is a set of specific actions, documents, an idea with the aim of creating a real object / theoretical product.

An educational project is a form of organizing classes that provides for systematic nature of activities of absolutely all its participants in obtaining educational products for a certain period of time.

If we talk about method as an educational technology, then in this case this technology implies a whole range of search, research, problematic, creative methods, by its very nature [8, p.102-104].

The method of projects is a pedagogical technology intended not only for integration of factual knowledge, but also at their use and obtaining new ones, sometimes through self-education.

Project-based technology becomes an integrated component of a fully developed and structured education system. Popularity of project-based technology is guaranteed by the possibility of combining theoretical knowledge and its practical use in solving specific problems.

Today, project-based technology is considered to be one of the most popular in the global educational practice, since it allows rational use of theoretical knowledge and its practical application to solve specific problems of the surrounding reality in joint activities of students. In the US, Great Britain, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands and many other countries, ideas of a humanistic approach to education by J. Dewey, his method of projects have been widely used and have gained great popularity. 'Everything that I learn, I know why I need it, where and how I can apply this knowledge' – this is the main principle of the present-day understanding of project-based technology, which attracts many educational systems seeking to find a reasonable balance between academic knowledge and pragmatic skills [3, p. 153].

Project-based technology in the system of school education is treated as an alternative to a classroom system. However, experts from countries with rich experience in this area warn that project-based learning must by no means replace this system and other teaching methods.

Objectives of the project activity:

1. Increase personal confidence of each participant in the project activity, his self-realization and reflection.
2. Develop awareness of importance of teamwork, cooperation in order to obtain results of the process of performing creative tasks.
3. Develop research skills.

Typology of projects rests on the following features:

- dominant activity in the project;
- subject-content base of the project;
- nature of project coordination;
- nature of contacts;
- number of project participants;
- duration of the project.

Project-based technology focuses on:

- planning training;
- student must clearly set the goal;
- describe key steps to achieve their goal;
- focus on achieving the goal throughout work;

development of critical thinking:

- analytical;
- associative;
- logical;
- systemic;

development of creative thinking:

- spatial imagination;
- independent transfer of theoretical knowledge into practice;
- combinatorial skills;
- predictive skills;

skills to work with information:

- select the one he needs;
- analyze;
- systematize and generalize;
- identify problems;
- put forward reasonable hypotheses and their solutions;
- set up experiments;
- statistically process data;
- generate ideas;

formation of communicative competencies:

- team work;
- own a culture of communication;
- ability to adapt to reality;

ability to write a written report

- students must be able to make a work plan;
- clearly present information;
- draw up footnotes;
- have an idea about the bibliography;

building positive attitude towards work

- students must show initiative, enthusiasm;
- try to complete the work on time in accordance with a fixed work plan and schedule.

Stages of project work:

- choice of a theme;
- formulation of a problem variant;
- distribution of tasks for groups;
- group or individual project development;
- project defense.

Themes of projects may affect any theoretical issues of the curriculum in order to deepen knowledge of individual students on this issue, to differentiate the learning process. However, more often, project themes relate to some practical issues that are relevant to practical life, and at the same time, requiring involvement of pupils's knowledge not in one subject, but from various areas, their creative thinking, research skills. Thus, by the way, a completely natural integration of knowledge is achieved [9, p. 103].

It is always necessary to start with choice of a project theme, its type, number of participants. Then the teacher must consider possible options for questions that are important to study within the planned theme. Problems themselves are put forward by students at suggestion of the teacher (leading questions, situations that contribute to identification of problems, a video sequence with the same purpose, etc.). Brainstorming with further joint discussion is appropriate here. Distribution of tasks into groups, discussion of possible research methods, information search, creative solutions. Independent work of participants on their individual or group research, creative tasks. Intermediate discussions of acquired data in groups (during lessons or classes in a scientific society, in group work in a library, in a media library, etc.) with subsequent defense of projects, opposition.

Thus, project-based technology is featured by significant communication, and implies presentation by students of their own opinions, feelings, intensive involvement in real activities, taking personal responsibility for progress in learning. It contributes to formation of key competencies of students:

- communicative – capture by students of all types of verbal activities (oral and written) in various situations; development and application of various sign systems in presentation of a material;
- informational – capture of required knowledge, ability to carry out bibliographic searches and work with various sources of information; work with large volumes of information;
- intellectual – ability to analyze, compare and contrast, generalize and synthesize, evaluate facts, read sources;
- organizational – ability to formulate a purpose of their activities, plan work, implement it; capture skills of self-control and self-esteem.

All activities of students focus on the following stages: organization, planning, research, results and/ or conclusion, evaluation of results and process.

1) Organization:

- a) definition of the problem and resulting goals and objectives;
- b) putting forward a hypothesis for their solution;
- c) discussion of research methods.

2) Planning:

- a) identification of information sources;
- b) determining how to collect and analyze information;
- c) determining how results will be presented;
- d) establishing procedures and criteria in order to evaluate results and a process;
- e) distribution of tasks/responsibilities among team members.

3) Research:

- a) gathering information;
- b) solving intermediate tasks;

4) Results and/or conclusions:

- a) analysis of the received data;

b) formulation of conclusions.

5) Evaluation of results and process:

a) presentation of final results;

b) summarizing, adjustment, final conclusions [7, p. 194-195].

The following main principles of project-based activity are put forward:

- project must be feasible to implement;
- create necessary conditions for implementation of projects (to form an appropriate library, media library);
- prepare students for projects;
- ensure project management by teachers – discussion of a chosen subject, work plan (including execution time) and keeping a diary where the student makes appropriate notes of his thoughts, ideas, feelings – reflection. The diary must help the student when writing a report when the project is not a written work. The student uses the diary during interviews with the project leader (if the project is a group project, each student must clearly show his contribution to the project);
- compulsory demonstration of project results in one form or another.

An educational institution must have different educational projects. It would be advisable to make one project complex in each class. In an educational institution in case of teams of different ages, one can do 2-3 projects in one academic year. As for educational subjects, there must be quite a lot of such projects. For example, staging of a historical event can be carried out with the passage of all stages: task development, project development, implementation, presentation and reflection. In history classes, project-based learning can be built on the idea of creating alternative documents, etc.

Evaluation criteria are considered to be an achievement of both project goals and an achievement of oversubject goals (which seems to be the most important), which provide project-based learning.

If the project goals are achieved, then one can count on obtaining a qualitatively new result, expressed in formation of cognitive abilities of the student and his independence in educational and cognitive activities.

Limitations in the application of project-based technology:

- low motivation of teachers to use this technology;
- low motivation of students to participate in the project;
- insufficient level of students' development of research skills;
- vagueness in establishing criteria to evaluate tracking of results of work on the project.

Implementation of the project-based technology and the research method in practice leads to a change in position of the teacher. From a carrier of ready-made knowledge, he turns into an organizer of cognitive, research activities of students. Psychological climate in a classroom is changing as the teacher has to reorient his educational work and the work of pupils to various types of independent activities of students, to the priority of research, search, and creative activities. The most difficult thing for the teacher during the project-based process is the role of an independent consultant. It is difficult to resist hints, especially if the teacher sees that the students 'go the wrong way' [4, p.85].

Along with that, the teacher performs the following tasks/functions:

- helps students find information sources;
- he himself is an information source;
- supports and encourages students;
- maintains continuous feedback.

The teacher can demonstrate information sources or can simply direct students' thoughts in the right direction for their independent search. But in the end, students must independently and in joint efforts find a solution to the problem, using necessary knowledge from different areas, to acquire a real and tangible result. All work on the problem, in a similar way, takes on the shape of project activities [10, p. 118].

During implementation of the project, students have their own specific challenges, but they have an objective nature, and overcoming them is considered one of the main pedagogical goals of project-based technology. Projecting is based on assimilation of new information, however this process is carried out in the area of uncertainty, and it needs to be organized, modeled, since it is difficult for students to identify leading and current goals and objectives, and find ways to solve them, choosing optimal ones in the presence of alternatives [11, c . thirty].

Evaluation of results of project activities:

- activity of each project participant in accordance with his individual capabilities;
- collective nature of the decisions made;
- nature of communication and mutual assistance, complementarity of project participants;

- ability to answer questions of opponents, brevity and validity of answers of each group member;
- reflection and self-assessment of students (ability to make a choice and realize both consequences of this choice and results of their own activities);
- significance and relevance of issues raised, their adequacy to the subject under study;
- correctness of applied research methods and processing methods for received results;
- necessary and sufficient depth of insight into the problem, involving knowledge from other areas;
- evidence of decisions made, ability to argue one's opinions, conclusions;
- aesthetics of results of the completed project.

Project-based technology is used in case when some kind of problem appears in the educational process solution of which requires integrated knowledge from various fields as well as the use of research methods.

The main problem that limits dissemination of project-based learning technology is a difficulty to integrate project assignments with requirements of educational standards. It is practically impossible to formulate project assignments in such a way that it would be possible to apply standard knowledge, skills, and abilities (more precisely, so that there is a need for them) when students perform these assignments [7, p. 214].

Advantages of project activities:	Disadvantages of project activities:
skills of self-education and self-control;	load on the teacher grows;
a real psychological chain 'task – result' is simulated;	student frequently finds himself in a stressful situation (overestimation of possibilities, technical overlaps);
skills of team activities;	psychological communication problems;
individual approach;	problem of subjective evaluation.
interest in cognitive activity.	

One of the most important criteria of pedagogical excellence is effectiveness of teacher's work.

It is known that the main criterion for the student is expressed by the words 'interesting – not interesting.' Any creative work allows the teacher to see the student with different eyes and assess a level of his abilities. Awaken inquisitiveness, direct feelings, will, thoughts to development of reality, form the desire to search for discovery of the world, liberate creative thinking of the student – this is the main task of the teacher.

It is an undeniable fact that training and encouragement of creative activity must begin at the very start of the educational process and last throughout the school life. Purpose of creative tasks:

- development of certain skills in students;
- manifestation of creative activity when choosing a subject according to their interests and requirements of the teacher;
- selection of literature according to the subject;
- planning of own work with determination of deadlines;
- manifestations of fantasy and fiction in development of a result of the task;
- competent registration of work;
- work defense.

Involvement of the student in activity, satisfaction with himself and his result provide an experience of meaningfulness, significance of what is happening, and are considered to be a basis for his further self-improvement and self-realization.

Achieving a high level and developing creative abilities of students in implementation of creative projects is largely attributed to a correct choice of the project object. Subjects of projects can be offered by students themselves, who, of course, are guided by their own range of interests, not only purely cognitive, but also creative, applied. It is important for an advisor to make sure that the choice was justified, not random but thoughtful.

Advisor shall have a final choice of a project subject. Knowing the range of interests and potential capabilities of his students, he can choose the subject as accurately as possible and determine the level of complexity of the project for each student or group, take into account availability of educational and methodological materials, his capabilities as a consultant/advisor, degree of participation of other consultants, terms of work, etc.

When working on projects, it is necessary to stick to the following methodological principles:

1. To involve in creative and research work those students who:

- show curiosity and constantly ask 'why?', 'what if?';
- show flexibility and openness to new information; creative people never reject an idea on the grounds that we have already tried it, it doesn't work;



- are able to see the problem where others do not see it and clearly articulate it;
- are highly sensitive to people's needs and requirements, noticing them earlier than others;
- are able to connect and combine different information in the most unexpected way;
- opposed to authoritarianism, boldly questioning the usual and generally accepted ideas;
- show mental spontaneity, strong motivation and a steady interest in what they do; are more inclined to solve problems rather than master new facts and phenomena.

2. When drawing up a work plan, take into account all the individual characteristics of students. Fully provide the opportunity to be realized to the maximum.

3. Try to abandon the authoritarian way of managing when working on a project. Be able to listen and hear the student. Considering his suggestions, bring the thought to its logical conclusion.

4. To teach to see the real use of knowledge and skills obtained during project activities in their own lives.

**Results.** Working on a creative project, students discover facts that are subjectively new to them and build new concepts for them, and do not receive them ready-made from the teacher or from textbooks. After all, what they come to as a result of observation, search, reflection and debate, no one told them in advance, did not show, did not explain. Work on the project provides unlimited opportunities for development and self-development of the student, involves creative search, and the teacher gives advice on organization of work, advises the selection of material, comes to the rescue in case of difficulties, i.e. project development is a collective work of the student and the teacher, one of forms of cooperation. During such classes, relationship between the student and the teacher changes (students are beginners, and teachers are experts), barrier of fear of having to answer or ask about incomprehensible vanishes. Students feel comfortable, a state of confidence is created in success of the planned project, that the work will be appreciated. Project activity allows one to study material that goes beyond the curriculum, using the most complete information from both traditional sources (books, dictionaries, encyclopedias) and the Internet. Along with that, students learn how to work on the Web, search for information, use various search engines, and also expand their knowledge in the use of word processors, presentation programs, and web page creation skills. In the process of work on a project, not only accumulation of knowledge takes place, but also its processing and organization.

Some problem underlines a project. In order to solve it, students need not only knowledge of a specific section (subject) under study on which the project is being created, but also possession of a large amount of various subject knowledge necessary and sufficient to solve this problem. Under these conditions of learning, the teacher acquires a different role and function in the educational process of learning, no less significant than in the traditional system of education, but different. And this is important to realize. If in the traditional system of education the teacher, along with a textbook, were the main and most competent sources of knowledge, and the teacher was also the controlling subject of knowledge, then when using this method, the teacher acts more like an organizer of independent active cognitive activity of students, a competent consultant and assistant. Whatever methods and pedagogical technologies the teacher masters and applies, his personal influence on the spiritual world of a young person will always be decisive. This role is much more difficult than in traditional teaching, and requires a higher level of skill from the teacher.

**Conclusion.** New teaching methods are being introduced into the modern educational process, which revive achievements of experimental pedagogy of the past century, which are built on the principle of self-development, activity of personality. First of all, this method includes project-based learning. Project-based learning helps form the so-called project-based way of thinking, which combines theoretical and practical components of human activity into a single system, allows one to discover, develop, realize a creative potential of the individual. Project-based learning technology is one of the student-centered technologies, a way of organizing independent activities of students that focuses on solving the problem of the educational project, integrating a problem-based approach, group methods, reflective, presentational, research, search and other methods. In general, contemporary pedagogical science recognizes major impact of the project-based technology on students, both in educational and cognitive, and in educational aspects.

Thus, project-based technology is considered a good opportunity for teachers to search for new content of the educational work and master new methodological solutions, and students in the process of implementing project activities easily acquire knowledge, skills and abilities and form personal qualities necessary for life.

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