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**COMPARATIVE ANALYSIS OF MINI-PROJECT ACTIVITIES OF STUDENTS OF GENERAL EDUCATIONAL SCHOOLS AND SCHOOLS OF INNOVATIVE EDUCATION**

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Currently, revolutionary changes are taking place in the world education system. Along with the restructuring of the general system for the presentation and assimilation of educational materials, methods of individual practical tasks are increasingly being used, including in the form of project activities. The purpose of this work is to analyze the involvement of students in scientific mini-project activities in modern education at the level of general education schools and leading schools of innovative education, which include the network of Nazarbayev Intellectual Schools of the Republic of Kazakhstan. On the example of the analysis of mini-project tasks and questionnaires, it is shown that the project activity of students and the results obtained by them are influenced by the initial level of training of students, the problematic nature of the topic, the ability to search for new solutions, gain new knowledge and skills, self-realization and self-expression, competitiveness and personal qualities of students. This article analyzes the use of the project method in multi-level schools.

*Key words: mini-project activities, educational activities, innovation activities, analysis.*

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ МИНИ-ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ И ШКОЛ ИННОВАЦИОННОГО ОБРАЗОВАНИЯ**

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В настоящее время в мировой системе образования происходят революционные изменения. Наряду с перестройкой общей системы подачи и усвоения учебных материалов все шире применяются методы решения индивидуальных практических задач, в том числе в форме проектной деятельности. Целью данной работы является анализ вовлеченности учащихся в научную мини-проектную деятельность в современном образовании на уровне общеобразовательных школ и ведущих школ инновационного образования, к которым относится сеть Назарбаев Интеллектуальных школ Республики Казахстан. На примере анализа мини-проектных заданий и анкетирования показано, что на проектную активность обучающихся и полученные ими результаты влияют исходный уровень подготовки обучающихся, проблемность темы, возможность поиска новых решений, получения новых знаний и навыков, самореализации и самовыражения, конкурентоспособность и личные качества учащихся. В данной статье анализируется использование метода проектного метода в разноуровневых школах.

*Ключевые слова: мини-проектная деятельность, общеобразовательная деятельность, инновационная деятельность, анализ.*

**ЖАЛПЫ БІЛІМ БЕРЕТІН ЖӘНЕ ИННОВАЦИЯЛЫҚ МЕКТЕП БІЛІМ АЛУШЫЛАРЫНЫҢ ШАҒЫН – ЖОБАЛЫҚ ӘДІСІНІҢ САЛЫСТЫРМАЛЫ ТАЛДАУЫ**

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Қазіргі уақытта әлемдік білім беру жүйесінде революциялық өзгерістер орын алуда. Оқу материалдарын беру мен игерудің жалпы жүйесін қайта құрумен қатар, жеке практикалық тап-

*сырмалардың әдістері, оның ішінде жобалық жұмыстарға ерекше және басты рөл берілуде. Бұл жұмыстың мақсаты Қазақстан Республикасының Назарбаев Зияткерлік мектептерінің желісі жататын жалпы білім беретін мектептер мен инновациялық білім беретін жетекші мектептер деңгейінде қазіргі заманғы білім беруде оқушылардың ғылыми шағын-жобалық қызметке тартылуын талдау болып табылады. Бұл жұмыс екі мектепте жобалық жұмыс қалайша жүзеге асатыны, оқушылардың жобалық жұмыстарға тарту сапасы көрсетілген. Шағын жобалық тапсырмалар мен сауалнамаларды талдау мысалында оқушылардың жобалық белсенділігі мен олардың нәтижелері оқушылардың бастапқы дайындық деңгейіне, тақырыптың проблемаларына, жаңа шешімдерді іздеуге, жаңа білім мен дағдыларды алуға, өзін-өзі тануға және өзін-өзі көрсетуге, оқушылардың бәсекеге қабілеттілігі мен жеке қасиеттеріне әсер ететіндігі көрсетілген. Бұл мақалада әр түрлі деңгейлі мектептерде жобалық әдістің жүзеге асырылуы салыстырмалы түрде талданған.*

*Түйінді сөздер: шағын-жобалық әдіс, жалпы білім беру қызметі, инновациялық қызмет, талдау.*

Introduction. Project activity in the educational environment is an integral professional and personal development of students, which is formed in the process of research, analytical, performing, communicative and reflexive activity [1]. Project activity helps to solve a certain type of task set before the learner and the learner himself/herself, which provides development of a set of general and professional competences [2-5]. Scientific project implies an abstract, report type of students' activity. Its peculiarity consists in independently planned work of a student. When writing a project in any direction of research the student includes his/her creative potential and develops it [6,7]. In the process of implementation of project activity in the educational process the student reveals his/her creative potential, the interest in learning increases. Project activities provide an opportunity to show themselves, their strength, demonstrate the results of their work, apply their knowledge in life situations, gives an opportunity to find a common language with their peers, as most projects are planned as a pair or group work. The result of project activities is the end result - a person who will be able to "integrate" into society and achieve success in the future.

Orientation of educational policy towards versatile development of pupils' abilities includes a harmonious combination of proper learning activity with creative activity, puts before teaching important in its significance tasks of development of pupils' individual abilities, their cognitive activity, erudition, curiosity [8, p.157].

The study and synthesis of the reports of teachers of different levels on the organization of successful work to involve students in project activities revealed a number of conditions that should be taken into account when organizing project activities. The student cannot be offered work as a project without using his or her knowledge and skills - a certain initial level of preparation is necessary to work on the project. A project cannot be work that is very familiar, having been done many times before. A full-fledged research project requires finding new solutions and acquiring new knowledge and skills [9].

There is another peculiarity of organizing project activities - motivation of the student to work actively, to achieve the goal and to provide the results responsibly. Problematization is the first stage of work on the project, where it is necessary to assess the existing prerequisites and formulate the problem. As various authors point out, at this stage the main motive of activity arises, as the presence of the problem creates a feeling of disharmony and causes a desire to overcome it [9, 10].

When organizing students' project activities there is a need to determine and formulate the goal of the action. Accordingly, the second stage of work is goal-setting. At this stage the problem arises at the level of defining a personally significant goal. It is necessary to get a picture of the expected result, which will later appear in the project product. At this stage many ideas arise, which further strengthens the motive for action.

The presence of the initial problem and understanding of the final goal of the work makes it necessary to begin the activity, which should begin with the development of a plan. Planning is an important phase of the project work, which results in the actual structures acquiring not only a distant goal, but also close steps toward achieving that goal. At this stage, enthusiasm, awareness of the novelty and significance of the proposed work may diminish. Therefore, step-by-step planning is important to maintain the motivation for the activity. Planning helps to define all the stages from the beginning to the end of the project [11].

Despite the significant number of publications on the problem of students' project activity, the analysis of practical experience in initiating projects in the educational process is rare, despite the high relevance of such studies confirmed by statistical data.

The purpose of this work is to analyze the involvement of students in scientific mini-project activities in modern education at the level of secondary schools and leading schools of innovative education, which includes a network of Nazarbayev Intellectual Schools of the Republic of Kazakhstan.

The comparative analysis on involvement of students in scientific activity will allow to consider the "picture" on preparation of scientific projects by students and will reveal possibilities of teaching on the example of model schools of different levels.

Materials and research methods. The material for this work was the analysis of mini-project activity of students on the example of seventh grades of secondary school № 20 named after M. Khakimzhanova. M. Khakimzhanova and Nazarbayev Intellectual School of Physics and Mathematics (NIS) of Kostanai city. Kostanay in March 2021. Planning of project activities in two schools was implemented during the educational process using methods of independent work, work in groups and pairs. Questionnaires, task sheets were used during the classes to consolidate skills to assess knowledge and skills during the preparation of materials.

The following methods were used in the research process:

1. Questionnaire method – questions were made up to "paint" a picture of students' involvement in project activities.

2. The method of "mini-project" – drawing up a project by students on a certain topic. The mini-project consisted in information search, data synthesis and public defense of the projects. During the research period the theme "Insects" was chosen.

3. Comparative-descriptive method – this method allows to find distinctions on these or those questions, the comparative analysis was carried out on volume of study of subjects and methods of teaching of two schools.

In the course of work the following stages of research were planned:

1. to study the calendar and subject plans for comparative analysis of the activities of the two schools.

2. To create conditions for the organization of "mini-projects" in schools.

3. To conduct a questionnaire survey among students of the same parallel on their involvement in project activities.

4. 4. Analyze their data and draw conclusions.

Research results. The study of the curriculum and subject schedules showed that in Nazarbayev Intellectual School the themes of classes and educational goals are not very different from those in a general education school. The planning system in innovative school is comparable with the level of a comprehensive school by the number of allocated hours, but there are differences in the duration of the lesson (40 minutes in a comprehensive school and 1 hour 20 minutes in Nazarbayev Intellectual School). This allows students in the innovative school to master the program much better than students in secondary comprehensive schools. The occupancy of a class differs, as in innovative schools there are 12 students in a class, while in secondary schools the number of students is 30 or more.

In model schools (Nazarbayev Intellectual School and Comprehensive School No. 20 of Kostanay city) the questionnaire survey was conducted. Kostanay) a questionnaire survey was conducted in order to "create" a picture of the involvement of students in the project activities. In the survey involved students from three 7th grades in each school. The questionnaires included the following questions:

1. Have you engaged in project activities?

2. Who initiated the project activity, supervised it, distributed responsibilities?

3. What forms of independent work in biology (mathematics, computer science) do you like the most:

4. Have you (will you) presented your project at:

5. When creating your next project, would you work on:

6. Identify one advantage of using the project method in the classroom over other forms of learning:

7. Have you won prizes in science project competitions?

8. Note the difficulty you had in creating the project:

9. Highlight the most interesting stage of the project:

10. What attracted you to work on the project?

At Nazarbayev Intellectual School 36 students participated in the survey, of which 30.0% participated in project activities. Of the 68 secondary school students surveyed, 6.8% participated in project activities.

In most cases the project activities were initiated by the teacher (50.0% – 57.1%), but a large proportion were also taken by initiative projects (Fig. 1), and the relative number of initiative projects in the secondary school was higher (33, % compared to the data on the innovation school – 28.6%).

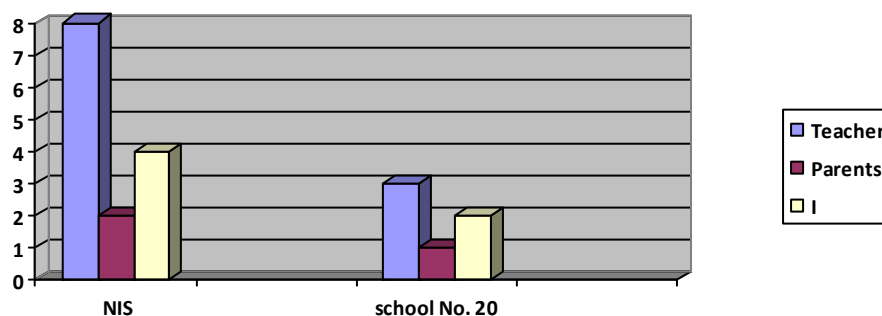


Figure 1 - Analysis of project activities of students in model schools (NIS - Nazarbayev Intellectual School of Physics and Mathematics) by criterion of project initiators, Kostanai, 2021

A comparative analysis of preference for the form of task performance (question 3 of the questionnaire) revealed an interesting feature: in NES students preferred individual work, in second place was work in pairs, in third place – group work (Fig. 2). In the general school students preferred working in pairs.

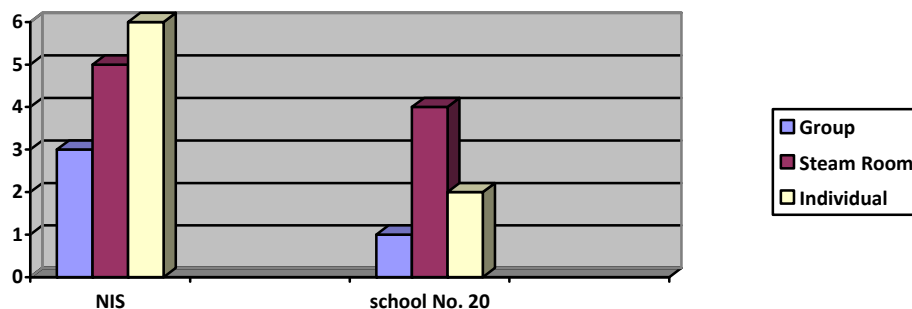


Figure 2 - Preferred forms of project assignments in innovative (NISH) and general education schools, Kostanay city, Kostanay, 2021

An important motivating factor is the popularization of the project, fostering a sense of self-importance and evaluation of the completed work. In the NES 36.8% of the completed projects were presented at different levels of competitive nature, while in the general education school the number of such projects (8.6%) was relatively small (Fig. 3).

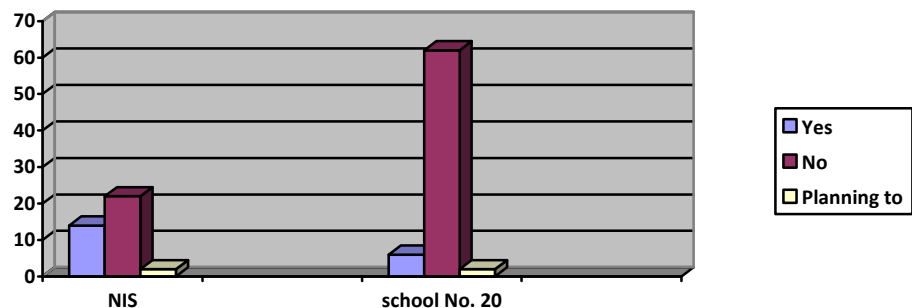


Figure 3 - Analysis of the effectiveness of projects completed by students of NES and Kostanay comprehensive school on the criterion of participation at different levels of competition

An analysis of students' preference for research areas when choosing projects is shown in Figure 4 - in both schools preference was given to mathematics.

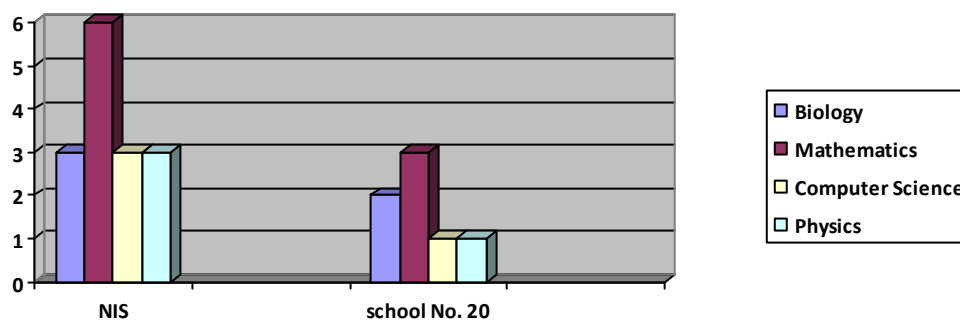


Figure 4 - Analysis of students' preference for research project areas, Kostanai, 2021

The analysis of students' motivation for projects showed that the main reason for involvement in the project is interest in the project (Fig. 5) - from 42.9 % to 66.7 %. The relative number of prizes for the project competition was about 50.0 % in both model schools (Fig. 6).

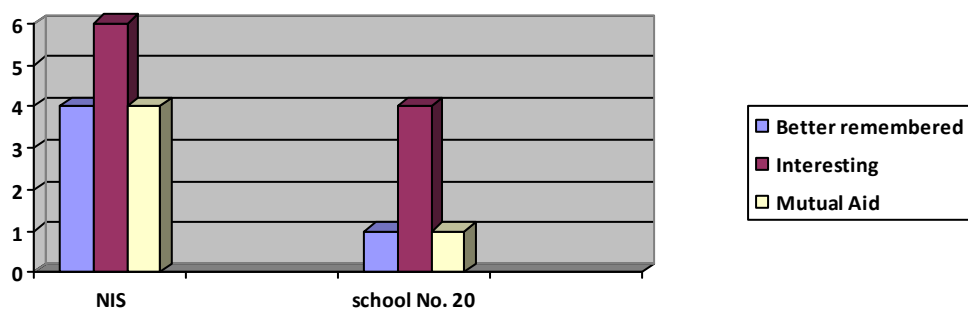


Figure 5 - Motivation of students to be involved in project activities, Kostanay, 2021

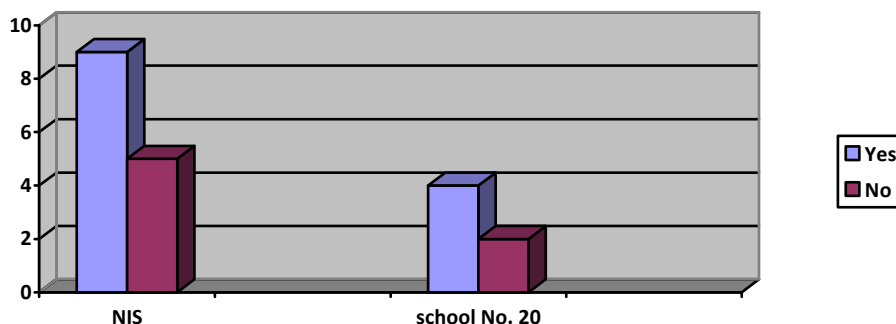


Figure 6 - Number of prizes from the total number of competitive projects, Kostanay, 2021

Students were most interested in the experimental part of the project (Fig. 7), but it was its implementation that caused the greatest difficulty (Fig.8).

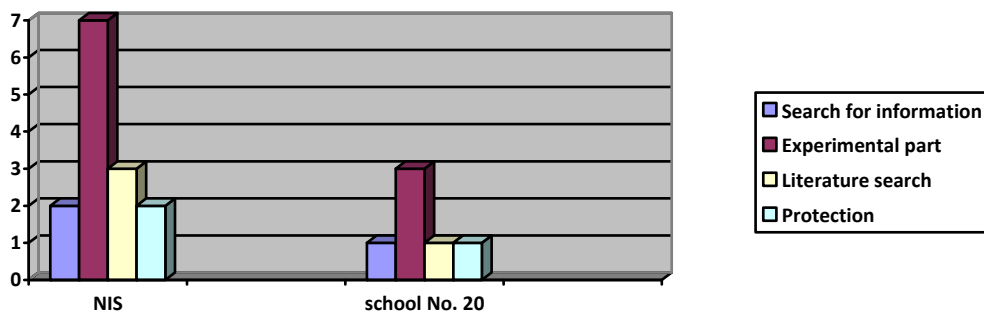


Figure 7 - Analysis of student interest in the individual blocks of project activities, r. Kostanay, 2021

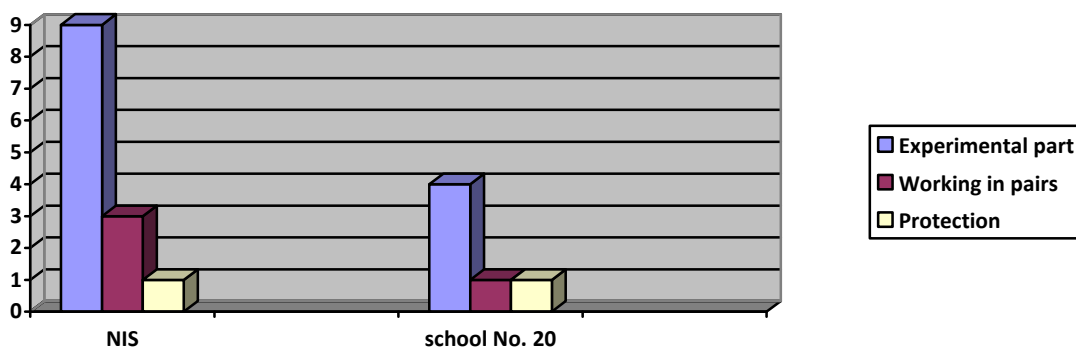


Figure 8 - Analysis of students' difficulties in separate blocks of project activity, r. Kostanay, 2021

In order to evaluate the independence of writing mini-projects, a class was held in the Innovative School (NIS) using project activities. This technology implied independent work of students, search for information and its synthesis. Students were provided with topics according to their calendar-thematic planning (on the topic "Insects"). Twelve students were divided into pairs that had to submit 6 papers and determine each student's role. The topics the students presented were as follows: "Complete Insect Development," "Incomplete Insect Development," "Basic Insect Orders," "The Role of Insects in Nature," "The Role of Insects in Human Life," and "The Structure of Insects." The works in pairs yielded their results. They were presented in the form of a short presentation, where illustrations, definitions and conclusions about the topic were viewed (Fig. 9). For a complete understanding of the topic, the rest of the students were given assignments for consolidation, where they could mark the main aspects of the topic, so that the teacher, considering the completed assignments, could successfully plan his lesson.



Figure 9 - Protection of mini-projects of students of Nazarbayev Intellectual School, r. Kostanay, 2021

The analysis of the received materials showed that the motivation and readiness for project activities (information search, synthesis and its presentation) are well developed in both the students of Nazarbayev Intellectual School and in the general education school. In both schools project works are annually sent to competitions of city and regional levels. With a work plan and resources, a formulated project goal, it is possible to plan effective project work with students to achieve educational goals, despite the limited class time at the comprehensive school, whereas students at the innovative school can work on one topic for several hours.

The results of the present work and literature data revealed the need for effective development of the project plan taking into account its feasibility based on the available resources, motivation, emotional state of performers, personal qualities [12], the need to compare the obtained result with the developed plan [13-15]. Satisfaction from a job well done will stimulate further personal growth of students. Analysis of students' involvement in scientific mini-project activities in modern education at the level of general education schools and leading schools of innovative education has revealed a tendency

Conclusion. Analysis of materials has shown that curricula and curricula in educational institutions of Kostanay in model comprehensive and innovative schools do not have great differences. The basic conditions for realization of project activity differed considerably in terms of lesson duration (40 minutes at comprehensive school and 1 hour 20 minutes at Nazarbayev Intellectual school) and class occupancy (12 students at innovative schools, up to 30 students at comprehensive schools). In the innovation school 30.0% of the surveyed students participated in project activities, in the secondary school 6.8%. In most cases project activity was initiated by a teacher (50.0% – 57.1%). The relative number of initiated projects in general education school was higher (33.0% and 28.6% respectively). The preferred form of performance of tasks in the innovative school students preferred individual work, the second place was occupied by work in pairs, the third place – group work. In the general school students preferred to work on the project in pairs. In the innovative school, 36.8% of the completed projects were at different levels of competition, while in the general school the number of students who participated in project competitions was relatively small (8.6%). The main reason for involvement in the project is interest in the project ( ), participation in competitions with prizes (Fig. 6), while the relative number of prizes was the same – about 50.0% of the projects exhibited in the competition received prizes. The main reason for students' involvement in the project is interest in the project – from 42.9 % to 66.7 % according to the results of the questionnaire. The greatest interest among students was in the experimental part of the project, but it was its implementation that caused the greatest difficulty. The relative number of prizes for the project competition was about 50.0% in both model schools. It was found that most scientific projects are written in the elementary school. Lack of continuity of project activity between elementary, middle and high school levels can lead to the fact that the student remains unnoticed and uncovered by research activities, reduction of personal potential.

The innovative school has a broader aspect of opportunities to prepare mini-projects and research work due to the better provision of equipment, consumables, a high-speed Internet network, literature in three languages, and the opportunity to choose the direction in learning. A purposeful improvement of the conditions for realizing the potential of students, including most students in scientific-cognitive activities, and the formation of a well-rounded personality is required.

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### **ВОСПИТАНИЕ СОЦИАЛЬНОЙ АКТИВНОСТИ СТУДЕНТОВ КАК ВЕДУЩЕЕ НАПРАВЛЕНИЕ ВОСПИТАТЕЛЬНОЙ РАБОТЫ В ВУЗЕ**

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В условиях пандемии, вынужденной изоляции проблема социальной активности приобретает свою специфику и особую актуальность. Воспитание социальной активности выпускников становится одной из задач образовательных программ вуза. В данной статье дается анализ основных факторов формирования социальной активности у студентов, а также раскрываются возможности учебно-воспитательного процесса в вузе для формирования социальной активности. На основе анализа источников по теме раскрывается, что социальная активность на сегодняшний день является основным критерием познания уровня сформированности сознательности личности, а одной из важных форм ее проявления у молодого поколения – их непосредственное участие в деятельности на благо общества. Также выделены основные принципы, функции организации воспитательной системы вуза, дана развернутая характеристика основных компонентов воспитательной системы. Описана модель воспитательной работы в вузе, основанная на организации педагогически воспитывающей среды, охарактеризованы компоненты данной модели, взаимосвязанные между собой.

Ключевые слова: социальная активность, воспитательная система, воспитательная среда, компоненты воспитательной системы, модель воспитательной работы.

### **EDUCATION OF SOCIAL ACTIVITY OF STUDENTS AS A LEADING DIRECTION OF EDUCATIONAL WORK IN HIGHER EDUCATION INSTITUTION**

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In the conditions of pandemic, forced isolation, the problem of social activity acquires its specificity and special relevance. Upbringing of social activity of graduates becomes one of the tasks of educational programs of the university. This article analyzes the main factors of formation of social activity in students, and also reveals the possibilities of educational process in the university for formation of social activity. Based on the analysis of sources on the topic reveals that social activity today is the main criterion of learning level of consciousness of the personality, and one of the important forms of its manifestation in the young generation – their direct participation in the activity for the benefit of society. Also are highlighted the main principles, functions of the educational system of the university, the detailed description of the main