ROLE OF THE METHOD OF PROJECTS IN THE INDEPENDENT WORK ON THE HUMANITARIAN DISCIPLINES OF STUDENTS OF TECHNICAL INSTITUTIONS OF HIGHER EDUCATION IN THE PROCESS OF FORMATION OF CONFLICTOLOGICAL CULTURE

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Annotation. *In the training of future specialists of technical specialties not only professional skills, but also personal qualities that will ensure the formation of conflictological culture appear to be a priority. The article deals with the concepts of "conflictological culture", "innovative learning technologies", "innovative teaching methods" and educational and pedagogical approaches in the system of higher technical education for the efficiency of learning during humanitarian training. The method of projects is highlighted among the latest technologies, the methodology of its conducting and implementation into the educational process is described. The diagnostics of the method's effectiveness in the formation of conflictological culture in the process of humanitarian training of future specialists of technical specialties is presented.*

Key words. *conflictological culture, method of projects, innovative teaching technologies, innovative teaching methods, future specialists of technical specialties.*

Introduction. Contemporary world technical tendencies are characterized by rapid changes and transformations, fast growth of professional skill, ability to cultural flexibility, increase of competitiveness. Today there are new educational paradigms that are based not only on getting knowledge by future specialists, but also on the understanding of its necessity in the process of labor activity, the formation of a personal attitude to social and cultural phenomena, the ability not only to present themselves, but also to get out of difficult, conflict situations. At the same time, the requirements for specialists are increasing, and the labor market is aimed not only at specialists in technical fields, but also at cultural, intelligent, highly educated individuals who have to orient in the cultural heritage of their country, be aware of

the culture of other nations. Today, as never before, considering economic, industrial, technical relations with other countries, the employer requires a specialist to have an appropriate ethical and tolerant behavior, a culture of dialogue, and an intercultural tolerance.

History shows that humanity forms various cultures depending on the natural conditions of the existence of this or that nation, religious, political and artistic traditions that have been evolving for centuries, and any collision of cultures different in type necessarily leads to a crisis situation and conflict. If earlier there was a long-term mutual isolation of cultures or a struggle between them for domination, then in today's world the idea of equality of cultures is being established more and more firmly. Each of them is perceived as a unique national experience of a separate nation or its peculiar experience of universal human cultural paradigms [1, p. 19]. Therefore we consider the formation of conflictological culture important in the process of development of professional competence among specialists of technical specialties.

Analysis of recent research and publications. The concept of conflictological culture appears in scientific and pedagogical sources at the turn of present century and is more actively used by domestic scientists and scientists of the near abroad. In their works this phenomenon was analyzed by: N. Samsonova, A. Verbytskyi, O. Shcherbakova, I. Pochekaieva, N. Pidbutska, T. Cherniaieva, N. Serebrovska and others.

Analyzing the approaches of foreign scholars, we consider such concepts as "cultural conflict" and "conflict of cultures", which are more common for foreign scientific thought and are in the basis of knowledge of conflictological culture. We are impressed by the approaches to the problem of the following foreign scholars: Daniele Novara, H. Turner Jonathan, William Kornblum, P. Hurevych, Y. Davidov, N. Zlobin, D. Petrov, S. Huntington, Kevin Avruch, L. Aza, V. Gosle, T. Colbina and others.

On the basis of the analysis of the multidirectional view of the scientists regarding the definition of the concept of "conflictological culture", the author's definition of "conflictological culture of future specialists of technical specialties" is formulated.

We consider *conflictological culture of the individual as one that unites the knowledge (doctrine) about conflict and culture, directs to the ability of applying it, provides the skills of forecasting, avoidance, preventing and actualizing the resolution of conflicts in different situations of life, the ability to adapt in a conflictual environment, basing on cultural and social experience. We consider conflictological culture of future specialists of technical specialties as a conflictological culture of the individual, and also as one which is a component of professionally important qualities of professional competence acquired during the process of studying in the institutions of higher education* [2].

In order to facilitate the formation of conflictological culture of future specialists of technical specialties, innovative approaches in the system of education of high school are needed. To the issue of problem of technological promotion of higher education, innovations and interactive learning technologies in Ukraine the researches of the following scholars are devoted: M. Vylenskyi, S. Vitvytska, R.

Hurevych, I. Dychkivska, O. Dubaseniuk, E. Zeer, M. Klaryn, M. Levyna, S. Nakhod, S. Nikolaienko, L. Onofriichuk, V. Petruk, A. Piekhota, I. Pidlasyi, N. Pobirchenko, L. Pyrozhnychenko, A. Pometun, J. Raven, A. Rybachuk, G. Selevko, L. Semushyna, A. Sichkaruk, A. Stepanov, I. Turchyna, M. Fitsula, V. Khymynets, D. Chernilevskyi, M. Choshanov, N. Shchurkova and many others.

Among the latest technologies, the method of projects occupies a significant place, the importance of which lies in the independent getting of knowledge and ability to apply it in practice. Problems, questions, implementation of project technologies in education are highlighted by such scholars as I. Dychkivska, I. Yermakova, L. Pyrozhenko, E. Polat, A. Pometun, M. Rubynshtein, S. Sysoieva, M. Chanova and many others.

Research results. The process of formation of conflictological culture should be addressed within humanitarian disciplines, as we consider that humanitarian training is an important component of the professional competence of a future specialist with higher technical education.

Humanitarian training in a non-humanitarian institution of higher education is possible if its implementation is influenced by the fulfillment of the following stages:

- creation of educational and methodological conditions for the students' interest in humanitarian disciplines that include and are aimed at: accessibility; interdisciplinary connections; understanding of the content, goals and objectives of humanitarian disciplines in vocational training; the result is psychological, personal readiness to study humanitarian disciplines, at the new cognitive level, as necessary ones; motivation (to get knowledge) and adaptation (to the profession);

- integration into profession, which during the process of studying includes the ability to integrate humanitarian knowledge into professional activity; the ability to generate acquired knowledge into the innovative ideas; to use experience gained to resolve difficult, conflict situations, that is assertiveness; to be able to transfer knowledge acquired to scientific achievements;

- constructive assimilation of knowledge, abilities and skills of humanitarian disciplines that will have their separate form of humanization of professionalism of the student; this will be helpful for: the process of entering the profession; psychological readiness to accept the profession and identify with it; seeing himself/herself as a professional in a multicultural society, and personal identification; non-conflict interaction with the environment and communicative assertiveness;

- realization of knowledge, abilities and skills in professional activity, which will direct the student to: independent increase of humanitarian knowledge; self-improvement not only as a professional, but also as a socially active, creative person; systematic approach, constant learning throughout life [3, p. 245].

Consideration and implementation of these stages provide an opportunity for effective formation of the conflictological culture of future specialists of technical specialties in the process of humanitarian training; their sequence will ensure consistency and integrity of the system.

Positive influence on the formation of conflictological culture of future specialists of technical specialties in the process of humanitarian training takes place

under the condition of using of interactive technologies: *non-imitative developing* (problematic, interactive lecture; seminar; problematic conversation; brain storming; discussion; analysis; workshop; interviewing experts; methods of working in small groups); *imitative developing* (studying of specific situations; resolution of production tasks; imitative exercises; imitative training); *gaming* (business game; role play; game designing); *project* (group project activity); *training* (group training, lessons with elements of training).

Implementation of innovative technologies requires from the teacher: study of special literature (additionally); analysis of pedagogical experience of teachers-innovators; development of a plan for the implementation of a new technique; the optimal combination of humanitarian, natural scientific, mathematical and professional knowledge.

We consider *innovative teaching technologies* as effective psychological and pedagogical methods, forms, means, which are based on the cultural and educational aspect, on the traditional achievements of education, which remain effective, but transform depending on time, psychological features of the person and the specialty of the institution and are introduced in the educational process of an institution of higher technical education for acquiring knowledge, developing abilities and skills for specialty work after graduation and in everyday life of a future engineer. We believe that the introduction of innovative technologies cannot be reduced to some restrictions or "innovative stereotypes" that can be implemented in higher education institutions according to a relevant scheme. It is necessary to take into account the professional orientation of students (technical, humanitarian, medical, etc.), psychological characteristics of age and motivation in the acquisition of knowledge of a relevant discipline.

While *innovative teaching methods* are considered by us as a pedagogical fusion, where there is a harmonious blend of traditional and innovative technologies, various pedagogical approaches and concepts (eastern-western, domestic-foreign), and the integrity of sciences that are aimed at promoting the student's professional development, are understandable to him and have a satisfactory final result.

In our work we consider innovative teaching technologies in a technical institution of higher education on the example of teaching the discipline "Pedagogy, Psychology and Teaching Methods in Higher School" for masters. It should be noted that this discipline is important for Master studies and belongs to the humanitarian training field. It is studied by students who during their studying in a technical institution of higher education in modern conditions of humanitarian training were aimed at studying specialty disciplines and have a low level of knowledge for mastering this discipline. Therefore, of course, a special approach to the teaching methodology is needed in order to interest students in acquiring knowledge, not to "load" them with a large amount of information that they will not be able to fully comprehend in a short period (one semester). A large amount of material from discipline is the extra-curriculum work of the student, which becomes important in mastering the profession by young people. Self-studying becomes a priority for today. The extra-curriculum independent work on humanitarian disciplines in technical institutions of higher education is significantly different from independent

work on special disciplines, and primarily because students are not interested in its implementation. It is long since students lost interest to work on research papers, reports, self-preparation because of free and broad access to information that can be obtained without leaving home, and that has already lost its scientific and research element.

For independent work of students we use the method of projects and give preference to group projects because we believe that an individual project does not provide such important skills as interaction with other people and non-conflict communication. In our opinion, students should work in groups, starting with the first courses, because it will contribute to the positive climate in the collective, which in turn will help to adapt faster and stimulate motivation for learning.

The method of projects is considered according to the structure that delimits the work of students and the work of teacher, because we hold the view that the work that is led directly by the teacher is not independent. In our opinion, for the fully independent work on the project, the teacher can only be a consultant and all the work must be done on a democratic basis.

We suggest considering the structure of work of students and teachers on the method of projects during the study of humanitarian disciplines in technical institutions of higher education. When working with students, we prefer group projects.

There are no more than 4 students to work on project (it depends on the amount of information they wish to cover in the project). To the stages of preparation of the method of projects we include:

- *discussion* (a stage that runs together with the teacher) — the teacher and the students resolve questions relating to the timing of projects, where the terms that students see for themselves as optimal and are fixed by the teacher for the correction (if necessary) of the work plan are considered;

- *formation of groups (teams)* — students choose independently the partners they want to work on one project with; they may be students from different groups and different faculties (at this stage, we prefer individual choice of students, taking into account their personal preferences and psychological compatibility , which will be an experience for work in a team);

- *choice of the topic* — the right of independent choice is given to students, but within the discipline; it is permissible to consider proposals for topics that are not planned to be considered at study time but are relevant to the discipline; there may also be mono projects — not only within the discipline, but also cross-curriculum;

- *division of responsibilities* — students in the group distribute: a team leader who, if necessary, consults with the teacher and corrects the work of the entire group; a person, responsible for working on the presentation and computer software as well as for the selection of information and literary sources; they choose those who will present the project to others (usually 2-3 students, that is, almost every participant has his or her part of the speech that corresponds to one question from the project plan); if there is a practical part or an experiment that students have the desire to implement within the project, people who are responsible for this part of the work will be chosen. Division of responsibilities does not mean that each participant in the project

is engaged only in its own direction: everyone works on the project, but, as the experience has shown, there should be a responsible student for each stage of preparation, so that in future there would not be any conflicts like "I told him, and he did not listen to me" or "why should I do it?" Such a division will deprive the students of interpersonal and intra-group conflicts and will allow them to feel responsible for their duty, and others will also not be pleased to fail a friend, that is, psychological preparation for responsible performance of professional duties after the graduation from the institution of higher education;

- *announcing the topic and date of the project presentation at the lesson* — this stage requires the presence of a teacher in order to schedule the project defense and identify the presence of similar topics. If this happens, the teacher has a conversation with both groups since it is possible that in different groups there is a different approach to the overview of one topic, which can then be held at one lesson and the discussion between two groups can be arranged, where they will defend the concepts they consider in their projects;

- *preparatory part* — a period when students prepare their own projects independently; if necessary they ask the teacher for a consultation and when there is the first draft, if necessary, students can demonstrate it to the teacher beforehand;

- *presentation of the project* — students will present the project on a chosen topic within a specific time frame, where other students are entitled to evaluate the performance or to declare a competition for the best project with the use of secret voting so that there is no bias towards one of the groups. Also, an option of evaluation by the teacher is considered, but in the case when the projects are interconnected and the teacher shapes them into a single lesson in the form of an oral journal (the description of which we will present in our further research), which can take place before a large general audience of students, not only groupmates. Taking into account the difficulty of public speaking for a large number of people (for example, the assembly hall), these projects are highly appreciated.

Students perform the projects in a free form, but there are requirements, components of the project, which are obligatory for defense: - determination of the topic, objectives, tasks and expected results of the project; - introduction (novelty, practical and theoretical application of the project); - main part (according to the students' plan of questions, which they wish to disclose); - practical confirmation, experiment; - conclusion (which includes the impressions of the whole group on work on the theme chosen); - references the group was guided by must include scientific sources (scientific articles, monographs, dissertations, etc.). Such a rule is necessary in order for students to use a scientific approach in the researching, and not be limited to the use of textbooks or Internet resources.

The designing of the projects takes place in a paper and electronic (presentation) version. Students can demonstrate their project in a different form, presentation is not always obligatory (it depends on the topic), the number of slides of the presentation is not limited if their presentation does not exceed the time proposed, which is allocated to the project defense, which can be from 5 to 10 minutes, depending on the difficulty of the topic. Students should be ready for questions that can be asked by their groupmates and all present.

We have identified the requirements for project evaluation: - compliance of the project to the topic stated; - protection of the project in due time; - active participation of all project participants in its creation and defense; - aesthetic design of a paper version and presentation (color gamut, photo materials, pictures, videos, etc.); - relevance of the sources used and their reliability (for example: unknown links on the Internet without author and name are not taken into account); - clarity and logic of constructing a speech; - interaction with audience.

To test the effectiveness of the method of projects for students' learning and interest in this discipline, after the defense of projects we ran diagnostics on two groups of students, one of which (34 people) worked on projects (EG), and another one (31 people) worked in a traditional format of self-education (CG). After the evaluation of the results of knowledge on discipline it turned out that in EG "excellent" marks were 41%, "good" marks were 38%, "satisfactory" marks were 21%; while in the CG the number of "excellent" marks was 29%, "good" marks were 36%, "satisfactory" marks were 35%. As a result of evaluation we see a tendency to the marks decrease. To find out and clarify the effectiveness of our method, an anonymous survey was conducted. To the question "Did you like studying the discipline "Pedagogy, Psychology and Methods of Teaching in Higher School" and why?" we received the following answers: in EG the positive answer got 89% (because of the unusual format for conducting lessons; it is interesting to work in the team; the lessons go beyond the traditional ones; feeling of independence and responsibility; the desire to find the material better than other groups find while working on projects, etc.); for "didn't like much" there were 9% (because of the difficulty in finding materials; incomprehensible and difficult terminology; no desire to work in a team; lack of ability to public speeches, etc.); for "didn't like at all" there were 2% (because they do not want to study the discipline at all; do not see its implementation in their future profession; there is no motivation to study humanitarian disciplines, etc.). In CG group 53% of students responded "yes" (because traditional lessons are preferable and habitual; the teacher gives a task and there is no need to think over its execution; learning, telling — that is all, you do not need to show initiative and creativity, etc.); for "didn't like much" there were 38% (because lessons are not interestingly conducted, desire for interest and discipline; desire for greater independence; fear of the teacher who chooses the task him/herself, etc.); for "didn't like at all" there were 9% (because there is no desire to study humanitarian disciplines; the teacher restricts independence; it is not interesting to prepare for lessons according to the traditional format, etc.).

Conclusion. Thus, the method of projects helps to form the conflictological culture of the future specialist of technical specialties in the process of humanitarian training. According to the results of diagnostic of evaluation and the anonymous survey, we found out that a significant percentage of students tend to study humanitarian disciplines, but their motivation depends on the educational technologies that a teacher can offer. The method of projects is an effective technology that promotes the interest to the discipline and motivates its study; acquiring skills of independent work and continuous education, increasing the level of self-education; the ability of students to work in groups; the formation of

communicative abilities and skills of public speaking; abilities and skills of search, systematization of knowledge in scientific researches; the development of creative potential and creative thinking. This latest educational technology is multifaceted and requires further improvement and implementation in the educational process of institutions of higher technical education, which will help students to master the knowledge.

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