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TO OUR READERS

This Journal, «*Scientific Letters of Academic Society of Michal Baludansky*» has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a been interest and activities of the outstanding scientist, educator and statesman Michal Baludansky.

The journal is published six times a year. The fourth issue of year 2018 is devoted to the Vinnitsia Institute of Trade and Economics of Kiev National University of Trade and Economics which is a leading institution of higher education in economics, which this year celebrates its 50th anniversary.

Шановний читачу,

пропонований журнал «*Scientific Letters of Academic Society of Michal Baludansky*» задуманий засновниками Академічного співтовариства Михайла Балудянського як друкування видання з обміну знань між вченими і фахівцями університетів різних країн, що мають безпосереднє відношення до життя і діяльності видатного вченого, педагога і державного діяча Михайла Балудянського.

Журнал виходить шість разів на рік. У четвертий номер 2018 включені наукові роботи викладачів Вінницького торговельно-економічного інституту Київського національного торговельно-економічного університету, який в цьому році відзначає 50-ти десятирічний ювілей.

*Lenka Dubovicka,
editor*

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Ivanytska Natalia, Nechyporenko Violetta

PROJECT BASED LEARNING: BENEFITS AND CHALLENGES

Annotation

The paper focuses on the benefits and challenges of Project Based Learning (PBL). The approach is considered to be a student-centered teaching method that involves a dynamic classroom approach in which students gain knowledge and skills to explore and respond to an authentic and engaging problem or challenge. The present article presents the results concerning the usefulness of Project Based Learning for developing the students' academic ability.

Educators have long seen the value of placing students in real-life scenarios to help them gain deeper levels of understanding of learning. Likewise, educators have long understood the value of projects as a means to help students learn new concepts. However, PBL is more than just "doing projects" as much as it is more than a simple "real-life" experiential activity. The shift to the use of PBL can be overwhelming for instructors who have been using different pedagogical approach to teaching and learning and for some it will require transference in their educational philosophy. The shift from lecturer to a facilitator of learning places more responsibility on students, which might initially create student resistance. Additional student challenges can arise, due to the team based nature of PBL. Also, the commuter nature of community universities and outside obligations makes the coordination of team meetings and planning even more challenging. In addition to student and faculty challenges with the adoption of PBL are administration related challenges. Certain conditions enhance the effectiveness of PBL implementation and facilitation by academic staff. The adoption of assessments that mirror the "real world" context, thus engaging students in demonstrating the complex capabilities and competencies of their proposed profession, needs also to be considered, as well as other factors which have been discussed above.

Keywords: Project Based Learning, pedagogical approach, method, driving question, autonomy, educator.

Іваницька Наталя, Нечипоренко Віолетта

ПРОЕКТНО ОРІЄНТОВАНЕ НАВЧАННЯ: ПЕРЕВАГИ ТА ВИКЛИКИ

Анотація

У роботі йдеться про переваги та труднощі, що виникають у процесі проектно орієнтованого навчання. Робота зосереджена на перевагах та завданнях проектного навчання. Цей підхід вважається методом навчання, орієнтованим на студента, який включає в себе динамічний підхід у навчанні, в якому студенти отримують знання та вміння вивчати та реагувати на справжню та цікаву проблему. У даній статті подано результати щодо корисності проектного навчання для розвитку академічних здібностей студентів. Викладачі вже давно визнали пріоритетним підхід, коли студенти потрапляють в реальні сценарії для отримання більш глибокого рівня розуміння навчання. Водночас проектно орієнтоване навчання - це більше, ніж просто «виконання проектів», оскільки це більше, ніж проста «реальна» експериментальна діяльність. Перехід до використання проектно орієнтованого навчання може бути надзвичайно важливим для інструкторів, які використовують різні педагогічні підходи до навчання. Зміна ролі викладача у процесі проектно орієнтованого навчання має ризик щодо виникнення студентської резистентності. Додаткові проблеми зі студентами можуть виникнути через роботу в командах, що використовується в процесі такого підходу. Крім того, певні складності виникають при узгодженні індивідуальної роботи студентів із розкладами аудиторної роботи. На додаток до проблем студентів та факультетів з прийняттям проектно орієнтованого навчання виникають проблеми, пов'язані з адміністрацією. Деякі умови підвищують ефективність впровадження такого навчання та полегшення завантаженості науково-педагогічних працівників. Необхідно також враховувати прийняття оцінок, що відображають контекст «реального світу».

Ключові слова: навчання на основі проекту, педагогічний підхід, метод, питання водіння, автономія, викладатель.

1. Introduction

Project based learning (PBL) is widely viewed as a valuable pedagogical approach allowing teachers to target material that motivates students and giving learners the freedom to explore and learn about topics that interest them. It encourages learners to be at the center of the process and promotes autonomy, problem-solving, critical thinking, as well as interpersonal and life skills.

PBL also helps motivate students to learn language for a specific purpose and promotes community among class members by creating an atmosphere of cooperation and team-work. In PBL, the students are presented with authentic problems before they receive instruction. They then must learn the content and skills necessary for solving the problem through collaborative research, discussion, and strategic planning. Content learning and skills occur as natural consequences of solving problems, similar to the way people learn on the job [6].

Project Based Learning is a method of instruction based on having students confronted with real-life issues and problems that they find meaningful. Students acquire knowledge and skills by determining how to address them and working cooperatively for extended periods of time, culminating in realistic products or presentations. Definitions of "Project-Based Instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools [8; 9; 10]. It shifts from traditional teaching practices characterized by short, isolated, and teacher-centered lessons; instead, it emphasizes learning that can be derived

from long-term activities, which are interdisciplinary, student-centered, and integrated with real world issues and practices [11; 13].

To capture the uniqueness of Project-Based Learning, five sets of criteria are offered, which include centrality, driving question, constructive investigations, autonomy, and realism [12, p. 3-4] (see table 1).

Table 1 Project-Based Learning framework

Criteria	Definition	Explanation
Centrality	"Projects are central, not peripheral to the curriculum"	Project Based Learning can create a knowledge-construction environment for thelearners.
Driving question	"Projects are focused on questions or problems that 'drive' students to encounter (and struggle with) the central concepts and principals of the discipline"	The tasks are designed as open-ended questions for students to investigate the answers. In the realistic situation, students learn how to gather information and solve problems.
Constructive investigations	"Projects involve students in a constructive investigation"	Instead of receiving knowledge from the instructor, students learn actively.
Autonomy	"Projects are student-driven to some significant degree"	Students work as a team to solve problems and accomplish the project. Each student has his individual responsibility in the group and he needs to communicate his ideas with other group members.
Realism	"Projects are realistic, not school-like"	The content of the project are authentic materials, resources online, or current affairs in the media.

2. Discussion

The most important intrinsic characteristic of the Project Based Learning is its ability to involve the participants in the emotional, ethical, aesthetic sphere of the personality, which often remain out of focus. In this regard, it seems appropriate to stress that a prerequisite for solving modern problems of education and upbringing can be the strategy of optimal alignment of the harmonic balance between sensory and rational approaches in the organization and management processes of education. After all, every educational process is an inseparable unity of the sensible and rational, since the preparation of a person for life in society necessarily includes both the acquisition of versatile and profound knowledge, skills, skills, and a certain personal attitude (feeling, behavior) of him to the world, to other people. Naturally, this does not mean that the educational process completely departs from empiricism, the experimental construction of the content of education. However, the experienced (sensual) here takes a subordinate place. In such an educational strategy, the emphasis is exclusively on the formation of the human intellect, the development of its ability to comprehensively capture and interpret a greater amount of information. ... The reliance of teaching on the sensual ... is the desire to introduce the student to cultural values. It is a way to let him experience, experience the educational material in connection with the immediate circumstances and conditions of life development ... Such an educational strategy enables the student to learn any academic subject, going to it from himself, from his own needs and interests, and on this basis to see and define meaning its not only professional, but also social life ... All this can be achieved if education gives not only knowledge, but also helps a person become a subject of culture, teaches life creativity, forms a personal sense, ie, harmoniously combines the sensible and the rational in their approaches [1, p. 23].

Sharing the point of view of V.S. Hrekhnev and those scholars who advocate the integration of rational and sensory approaches in education, we believe that PBL can fully contribute to such integration. The project is the essence of development, a stimulating development. The polygon of project activity is in a certain sense a space of freedom in which there can be no place for conformity of thinking and behavior, because the project does not presuppose the existence of a sample, the "right" answer or the "wrong" result. This result is always an intrigue, and the process itself and the "side" result are often not less important than the main one - the finished product.

The scholars, considering the Project Based Learning as a special form of the organization of the educational process, note a number of its essential qualities. Thus, N.I. Zaprudskyi believes that 'project training is a qualitatively different educational practice; it is possible to distinguish the Project Based Method from other methods by discovering the distinctive features of this educational technology. We are dealing with project training, if: (1) a teacher is guided not only by the acquisition of subject knowledge by the students, but also by the development of their thinking, creative and communicative abilities; (2) students accepted the project theme as a personal, significant problem, they themselves plan the course and predict the results of the work; (3) the project participants themselves organize and carry out the search activity, they themselves select the necessary funds for the project" [3, p. 154].

However, with all the consistency of the Project Based Learning has a number of more or less significant limitations, which we will give below and accompany with short comments. (1) The Project Based Learning is suitable for organizing the out-of-class work of students, which hardly fits into a busy schedule of both teachers and

students. (2) Carrying out project activities on a regular basis is very problematic, as the novelty effect disappears and so-called "fatigue" or "burnout" occurs, as this is a serious mutual work of the teacher and participants. (3) High qualification of the supervisor / supervisor is required in cases when it comes to interdisciplinary projects. (4) There is insufficient methodological support: to date, not many developmental studies have been published using the technology of project training. (5) There is low level of communicative abilities of students.

Most of these restrictions are not insurmountable. Let us dwell on the most essential. First of all, it is important to determine the place of the Project Based Learning in the system of other teaching methods. This question for the school system is sought by J. Raven: "Undoubtedly, the method of projects is very effective in terms of forming among students the set of competences that are necessary for the success of their future professional occupations. Nevertheless, this method is rather a form of organizing extracurricular activities ... " [4, p. 9].

The next problem is the evaluation of the results of project activities. The process and outcome of the project are difficult to formalize. The analysis of the literature confirms this thesis. Different scholars (practice teachers and researchers) concentrate on certain aspects of this technology, defining the most significant for each particular type of project. Thus, it is not possible to talk about a universal system of evaluation criteria. Often, an evaluation scale may suffer from congestion. However, there are a number of supports that allow, at least, to concentrate on the most essential aspects and on some "Universal" project parameters, although they may suffer from some subjectivity.

The study of the assessment problem allowed us to take a different look at the project activity itself. The importance of work on the assessment problem was greater than expected initially. It allowed all participants in the study to clarify their ideas about the nature of the qualities that should be formed, and, accordingly, come to an understanding of exactly how this can be done. The high-level competence assessment model cannot be free of value orientations. On the contrary, such installations should form its basis. Attempts to evaluate the competence of a person when carrying out high-level activities are meaningless if this activity is uninteresting to the person himself. The designation of human interests makes it possible to determine - by the method of observation and analysis - the specific actions necessary to effectively perform these tasks. Does the student solve these problems through analysis or conceptualization? Does anyone turn to others for help? Does he show a personal interest? Does not fold before the difficulties? All these and other competencies contribute both in the sum and individually to the successful learning process. Thus, the model we need must have value orientations and cannot be free of them, which, above all, presupposes the definition of a number of necessary competencies of the individual. Proceeding from this, it is impossible to determine these qualities using an objectively free from value systems, internally consistent model.

J. Jak proposes to apply the self-assessment and assessment given by fellow students: "Self-assessment implies that the student assumes responsibility for drawing up the requirements and criteria for studying, and then decides how much his work corresponds to them. It is not necessary to mention that the teacher does not participate in this process. With him you can only discuss the requirements and standards. The convincing advantage of self-control is that the student is freed from the authoritarianism of the teacher and can express his own critical judgments. It also means that students learn to work independently and apply these requirements to their activities more willingly than they have to do; obeying the teacher ... Group projects represent a rather difficult task for evaluation, since it is necessary to differentiate individual contributions and collective efforts. The weakness of individual work can be disguised by the work of others, and the overall assessment may bias the contribution of each member of the group to the project. To resolve this acute problem, various proposals were made: 1) provide each student with a specific task that will be evaluated separately; 2) to award the group a common score, which they themselves will share, taking into account the contribution of each to the work on the project; 3) combine the assessment received from the group, with the one that the head put. In the case where students are responsible for the distribution of evaluations in groups (or individually), it is necessary that the criteria for such an assessment are already developed at an early stage. When a student participates in the selection of evaluation criteria, it is more likely that in the process of working on his project he pays more attention to this [2, p. 131].

One more problematic issue is what exists as a visible and materialized result of the activity, and parallel - the level of internal personal growth that cannot be measured in principle, but for which the project activity is realized. It seems that it is not the maximum formalization of the evaluation that is important (although this is certainly significant), but rather the concentration on the personal self-esteem of the project participants. It is no coincidence that when referring to the description of the technology of a particular project and its results, the authors invariably quote from the questionnaires of self-analysis of its participants, concentrating on their statements regarding both the process of project implementation and its result [2].

3. Results

The Project Based Learning, in fact, assumes the use of a wide range of problematic, research, search methods oriented at real practical results, significant for the trainee. On the other hand, It focuses on the holistic development of the problem, taking into account the various factors and conditions of its solutions.

Project Based Learning has found wide application because it allows integrating knowledge of students from different areas in solving one problem; it makes it possible to apply the received knowledge in practice, generating new ideas. This method is aimed at providing students with the opportunity to think, solve any problems that generate thoughts, to reason about possible ways of solving these problems, so that children focus on the content of

their statement, that the focus is on thought, and language acted in its direct function - the formation and formulation of these thoughts. The language acted as a tool for solving the professionally significant problem posed.

In conclusion, we stick to the opinion that, despite the existence of a number of limitations, the Project Based Learning as a technology has a high learning and, broader, personality-forming and developing potential. It is suitable for constructing individual educational trajectories, introducing diversity into the dominant class-lesson system, is an additional contributor to the formation of higher-order competencies, and contributes to the integration of the sensory approach in the modern education system.

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