THE DEVELOPING PROJECT CULTURE OF AN INDIVIDUAL BASED ON THE CREATIVE USE OF COMPUTER TECHNOLOGIES

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Abstract: The article describes the stages of developing project culture of an individual (learners, students) based on the creative use of computer technologies. The author emphasizes the importance of carrying out professional activity in a gradual, continuous, systematic way by the pedagogue, who controls and superintends the process of developing project culture based on the creative use of computer technologies. In this regard, the subject matter of developing project culture process in learners (students) is disclosed in the article. The main attention is given to highlighting the tasks that are to be fulfilled at every accentuated stage and their results. The information about methods used by the pedagogue effectively at every stage is given in the article. The general characteristics equally typical to all the stages are described also.

Keywords: computer technologies, creative use, individual, project culture, developing project culture.

In conditions of globalization it is observed that human development undergoes constant changes. Most changes occurring in society’s social, economic and cultural spheres have positive character. Their impact on the population’s life style creates common facilities. Having common facilities allows economizing time and strength spent on living, eating, doing household chores. At present every individual gives consideration to usage of economized time and strength in the process of organizing the life to develop and grow physiologically, intellectually, and spiritually. Although, despite the danger of high level hypo-dynamic caused by everyday conveniences most people do practical works on organizing their lifestyle in a proper way and maintain healthy lifestyle. Informatization of social life and advancement of information and computer technologies in such spheres as industry, agriculture, manufacturing, service sector, education and healthcare force people to seek ways of effective and conscious use of these technologies. Satisfaction of these requirements shows how it is essential to develop one’s intellectual abilities and creativity by using information and computer technologies.

One of the aims of the scientific research work constitutes the stages of individual’s project culture developing based on the creative use of computer technologies.

Projecting is quite a complicated process. However, in this process it is important to consider requirements, technic norms, modern projecting rules prescribed in legal documents in order to reveal fully the essence of the worked out project in a correct and detailed way. For this reason, based on the creative use of computer technologies for identifying the stages of individual’s project culture development the main attention is paid to detect learners’ – students’ and pupils’- awareness about social and legislation bases, spiritual-moral and legal requirements, technic norms that should be taken into account in personal and professional activity, enriching and analyzing and assessing the level of putting into practice the acquired theoretical knowledge on these issues. In this regard, the stages of project culture development process of an individual based on the creative use of computer technologies can be divided into followings:

The first stage – studying learners’ (students’) need for project culture based on the creative use of computer technologies. At this particular stage by organizing the oral questioning, buyout poll, round-table conversation, individual conversation, debates and test questions the learners’ (students’) need for project culture based on the creative use of computer technologies is studied. During the process of learning the factors that are effective in providing the mastering of pupils’ and students’ project culture based on the creative use of computer technologies are identified as well. Initially, the awareness of learners’ (students’) of
such terms as “project”, “projecting”, “project culture” and how much it is important for them to have project culture are studied.

The second stage – identifying learners’ (students’) motives (reasons) for mastering the project culture based on the creative use of computer technologies. It is known in psychology that the motive considered to be a reason of individual’s character and behavior (Nemov, 2000) serves to encourage the subject to organize an activity. A motive serves also as an essential factor in sincere approach towards organizing any activity providing the effective results. For this reason, it is important for the pedagogue to achieve that the learners have a motive (stimulation) for mastering the project culture and creative using of computer technologies in learning process. Every pedagogue should take into consideration the development of experience and skills such as creative use of computer technologies and projecting ability of learners under the impact of encouraging factors. For this initially the pedagogue should identify what are the encouraging factors. Therefore, encouraging factors help to form in learners motives for mastering project culture based on the creative use of computer technologies. Using the oral questioning, buyout poll, round-table conversation, individual conversation, debates and test questions guarantee effective result in organizing this stage.

The third stage – analyzing existing theoretical knowledge of learners on creative use of computer technologies and project culture and their development. At this particular stage if the pedagogue’s activity is based on the oral questioning, buyout poll, round-table conversation, individual conversation, debates and test questions it helps to identify learners’ knowledge regarding the computer technologies service, its capabilities and its use in projecting. Learners’ (students’) awareness of information and the level of their existing knowledge give an opportunity for planning the organization, preparing the next stage’s activity. Although, a certain level of knowledge means determination of the direction of the next process of its development. Various learning tasks of different complexity are worked out according to the existing level of knowledge. Thereby, if the learners’ (students’) knowledge level on creative usage of computer technologies’ capacity, project culture and its effective development in an individual is high, it is considered to be complicated, if it is low, the collection of less complicated learning tasks is worked out. The results of analysis as well as designing the collection of learning tasks or computer technologies use mean paying attention to their capacity and projecting issues. In this process it is effective to form learning tasks in two groups.

The fourth stage – assessing learners’ (students’) practical skills and abilities regarding the creative use of computer technologies and effective development of project culture in an individual. It is well known that skills are formed based on an individual’s knowledge (Hasanboyev et al., 2009). In pedagogics the conversion of theoretical knowledge into practical skills and competence is considered to be significant. Albeit, the usefulness of mastered knowledge and its value are identified by implementing it into practice. It is worth to mention that theoretical knowledge not implemented into practice does not have any significance. Mastering the theoretical knowledge by the learners (students) and its implementation allow them to form as an individual and to achieve high and effective results in a certain sphere. In this connection, in the process of developing project culture based on the creative use of computer technologies identifying learners’ (students’) awareness of not only theoretical, but also practical knowledge and assessing their knowledge level is quite important. It is achieved by giving learners (students) practical tasks and assignments. In turn, the practical tasks’ problematic content also allows to achieve effective results. For this reason, every pedagogue reaches the goal of developing the project culture based on the creative use of computer technologies by relying on an ability to create problematic situations and professional capacity. Although, in the process of creating a problematic situation the pedagogue’s “professional level, ability to find orientation in the problematic situation, ability to reject old views and others can be observed” (Shermehamedova, 2011, p. 187). Creating of problematic situations by the teacher in the process of developing project culture based on the creative use of computer technologies encourages learners (students) to think critically and creatively, to keep developing and improving and to carry out researches. It is worth to mention that objective and conscious use of problematic situations in educations makes classes more interesting and it gives an opportunity to apply non-standard method.

The fifth stage – enriching existing theoretical and practical knowledge of learners (students) regarding the creative use of computer technologies and project culture and developing it in an individual. This particular stage is organized based on the results of analysis of theoretical knowledge and practical skills of learners (students) regarding the creative use of computer technologies and developing project culture in an individual. The pedagogue designs learning assignments and determines the order and conditions of their use
by considering the results of analysis. Applying such methods as self-study works, assignments, designing schemes, modeling, projecting in pedagogical activity allows the learning process to be more successful.

The sixth stage – encouraging learners (students) to use their theoretical and practical knowledge in educational and professional activity and in organizing producing process more effectively by creative use of computer technologies and developing project culture in an individual. It is well known that a habit “differs from ability consisting of methods of carrying out a certain task and consists of peculiarities of the individual to fulfill a certain work and his/her needs” (Shermehamedova, 2011, p. 316). For this reason, the pedagogue in the learning process should pay serious attention to forming a habit regarding the development of project culture based on the creative use of computer technologies. It is required from the pedagogue to demonstrate exemplary behavior in order to form necessary habit in learners (students). Moreover, it is important that the learners (students) can fulfill tasks and assignments on such disciplines as “Bases of information science and counting techniques”, “Information science and information technologies” by means of computer technologies. Therefore, “if there are no habits, a man cannot fully control his behavior and activity” (Upbringing: Encyclopedia, 2010, p. 318). The habit of designing projects by learners (students) based on the creative use of computer technologies is strengthened by organizing projecting actions consciously targeted on achieving definite goals.

The seventh stage – organizing a monitoring on the continuous use of theoretical and practical knowledge regarding creative use of computer technologies and developing project culture in an individual by the learners (students) in a certain group of people (place). Monitoring (English “monitor” – warning + ing is an ending representing action; observing, controlling) creates a wide range of opportunities for the pedagogue to observe, assess and determine the perspectives of the dynamics of project culture and an ability to use computer technologies effectively by the learners (students) and their creativity. In the learning process the pedagogue should supervise the appropriateness and identify the difference between expected and real (gained) results of projecting activity of the learners (students). The difference between expected and real (gained) results, first, serve for assessing the effectiveness of pedagogical activity, second, it shows on what level the target was resulted in.

The eighth stage – analyzing the results of monitoring. According to the results of monitoring the information about the learners (students) level of project culture can be obtained. By analyzing them the pedagogue assesses the activity performed by him/her on achieving the goals, studies the factors of progress and the reasons of drawbacks, and identifies the important features that should be taken into consideration in the future. In this situation the critical approach towards the pedagogue’s activity leads to objective evaluation of results and preventing negative impacts.

Based on the given opinions the stages can be displayed in the form of scheme:
When necessary the pedagogue should give methodological help to learners on effective use of existing theoretical and practical knowledge in education, professional activity and during the process of producing.

Based on the creative use of computer technologies the development of individual’s project culture is a certain pedagogical activity directed to achieving the goals. As any pedagogical process in developing individual’s project culture based on the creative use of computer technologies the pedagogue supervising and controlling the process should pay attention to organizing the professional activity in a step-by-step, continuous, and systematic way.

So, developing the individual’s project culture based on the creative use of computer technologies is one of the most actual tasks. The positive solution of this issue helps learners (students) to develop creativity and creative thinking ability and project culture. Therefore, possessing project culture helps to organize the professional activity in a systematic way and promotes to economize the time and strength. For this reason, it is important to give consideration to developing the project culture in learners (students) at all stages of continuous education.

References