

## PROJECT ACTIVITY AS A COMPONENT OF EXTRA-CURRICULAR EDUCATIONAL WORK OF STUDENTS OF VOCATIONAL EDUCATION INSTITUTIONS

**Andrzej Kryński**

Professor, PhD, Polonia University in Czestochowa,  
e-mail: a.krynski@ap.edu.pl, orcid.org/0000-0001-9635-023X, Poland

**Volodymyr Kulishov**

PhD, Bilotserkivsky Institute of lifelong professional education UEM NAPS of Ukraine,  
e-mail: kulishov\_04@ukr.net, orcid.org/0000-0003-3262-796X, Ukraine

**Abstract.** The article highlights the main aspects of the project activity of students of vocational education institutions as part of the system of extra-curricular educational work in a vocational school. The content and main components of extra-curricular educational work in the institution of vocational education are substantiated and features of realization of extra-curricular stages of the project are considered.

**Keywords:** extra-curricular educational work, modern production, institutions of vocational education, project activity, creative group work.

DOI: <http://dx.doi.org/10.23856/3210>

### Introduction

Dynamic development of modern domestic production and access to new levels of scientific and technological progress involves changing the requirements for the system of vocational training of skilled workers. It needs new approaches to organizing the educational process in the vocational education institutions on the methodological, content and procedural levels.

The Regulation on the organization of educational and production process in vocational schools of Ukraine notes the main components of the system of vocational training of skilled workers are vocational-theoretical and vocational-practical training the realization of which is accordingly a lesson of vocational and theoretical training (lecture, seminar, laboratory / practical work, etc.) and a lesson of production training (in conditions of a vocational education institution or in an enterprise) (*The Regulation on the organization of educational and production process, 2006*).

However the practice proves that the training of a highly skilled specialist for modern production able to react promptly to changes in the production and technological process, to plan and creatively rethink his actions, to define rational methods of labor actions and the most acceptable ways of solving technical problems does not always fit into the lesson time frame because they are strictly limited and agreed with the curriculum the retreat from which is practically impossible. Because of this the majority of creative teachers pay special attention to extra-curricular educational work of students of vocational education institutions which is a logical continuation of the lesson work and focused on the expansion of knowledge, skills and abilities of students and the development of their individual interests and inclinations.

The processes of reforming the system of vocational education have recently been bothered by many scientists, methodologists and practicing teachers since they have a direct connection with the level of functioning of modern production and hence with the formation and development of the domestic economy. R. Hurevych, N. Nychkalo, V. Oliynyk, V. Radkevych, I. Silaieva, L. Sergeeva, O. Yudenkova and others have devoted their work to the problems of improving the training of skilled workers. S. Batsyshev, L. Konoshevsky, M. Melnyk, I. Petrova, S. Shevchuk and others have highlighted in their research some aspects of organization of extra-curricular educational work of students of vocational education institutions. However the creative project activity as a component of the system of extra-curricular educational work of students of vocational school was not considered in this context.

The purpose of the article is to reveal the main aspects of the project activity of students of vocational education institutions as part of a system of extra-curricular education at a vocational school.

### **Peculiarities of organization of project activity of students of vocational education institutions in extra-curricular time**

Extra-curricular educational work is a purposeful work that is carried out during extra-curricular time and aims to broaden and deepen the knowledge, skills and abilities of students, to develop their individual inclinations, scientific outlook and to satisfy professional interests. Extra-curricular educational work is constructed taking into account the requirements of the curriculum of vocational education institution and interests and desires of students, level of their development and relied on the initiative, activity and volunteering of students. Correctly organized extra-curricular educational work contributes the development of a comprehensive practical and creative activity of students and also is an important factor in the formation of their personality (*Kudlai, 2015*).

Today the system of vocational training of skilled workers consists of such basic forms of extra-curricular educational work (*Dmytrenko, 2015; Hurevych, 2007*):

1) Circles of professional direction (technical creativity) are voluntary associations of students according to their professional inclinations, abilities and interests for the purpose of studying and developing their creative abilities in the process of creating material technical objects with signs of usefulness and novelty;

2) Electives are extra-curricular training classes that students voluntarily choose and attend. Their purpose is in-depth study of individual educational subjects, development of cognitive interests and creative abilities and increase of cognitive activity of students;

3) Consultations are additional classes intended for repeated and more detailed elaboration of the lessons study material. Teacher usually does not give ready answers and organizes cognitive activity of students so they would understand the questions and the essence of the studied material, solve a difficult task independently;

4) Competitions of professional skill are a form of labor competition, one of the most effective way to demonstrate abilities, the introduction of advanced techniques, methods of work and new technologies, raising the level of professional training, identification of the best individual indicators, increase of interest to the profession and its popularization;

5) Professional master classes are one of the forms of effective professional training (or professional agitation) during which a leading specialist tells and shows how to apply in practice a new technology or method;

6) Olympiads on special disciplines are a kind of professional-intellectual competitions in the domestic educational space designed to encourage students to study in-depth special and professional disciplines, popularizing the achievements of science, technique and new production technologies, formation of creative generation of practitioners for various branches of public life.

To our opinion among the aforementioned list of forms of extra-curricular educational work in the institution of vocational education there is also a place the creative project activity of students of vocational schools. Let's try to understand more.

In connection with the formation of a paradigm of personality-oriented learning as well as finding ways to intensify the cognitive activity of students of vocational schools today's attention of teachers is focused on the introduction of various kinds of non-traditional forms and ways of organizing the educational and production process one of which is the creative project activity of students based on the positions of pedagogy of pragmatism.

It should be noted that work on the project (both theoretical and practical) is the process quite lengthy in time which is very rarely limited to the lesson (both lesson of vocational and theoretical training and production training). In this regard most of the work on the project is carried out by pupils in the after-classes time. Based on these positions it is possible to quite confidently consider the project activity of students as part of their extra-curricular educational work.

The main advantages of the project activity of students in extra-curricular time are (*Kondratova, 2011*):

- satisfaction of students' interests in the fields of science, technique, production technologies and special professional knowledge the topics of which are not included or only partially covered in the structure of educational work programs;
- development of friendly, creative relations between students and the desire to work in groups;
- coverage of the project activity of pupils with common professional interests;
- establishing business contacts with enterprises, organizations and institutions which are the subject and informational sources of the future project;
- formation of skills for acquaintance, communication and cooperation of adults and teenagers;
- upbringing of such important qualities as interaction, mutual assistance, self-improvement, self-realization, etc.;
- involvement in creative search activity of students of all social categories especially difficult ones, from large families, orphans, etc.;
- promoting activity of students, their creativity, purposefulness and persistence;
- formation of students' skills to work independently for solving various problems;
- development of intellectual abilities, tastes and interests;
- improving the responsibility of students for their own work, ability to plan, work hard, make independent decisions and evaluate the results of their activities.

If we consider the project activity of students in terms of its structural components there are four main stages of project implementation as it is usually allocated in the scientific and methodological literature. These are organizational and preparatory, planning, experimental and practical and final stages (*Kulishov, 2016*). Based on these positions we will try to differentiate the project activity of students in accordance with the lesson and extra-curricular framework.

At the organizational and preparatory stage the teacher together with the students select the topic of the project (formulate a problem they will work), substantiate its type and kind. At this stage the creative groups of students are formed in accordance with the directions of the research, the responsibilities of the participants in the groups are distributed and a preliminary discussion of further search work is taken place. This stage is carried out within the framework of the lesson of professional training and with the active participation of the teacher-leader of the project.

At the second stage (planning) the goals and objectives of the project, its theoretical and practical significance are determined, interdisciplinary connections are established on the theme of the project, forms and methods of conducting research are determined, a plan of the project and a plan of activities of participants at each stage of the project are prepared, the expected results are recorded and the estimated budget (resource support) necessary for the successful implementation of the project is determined. The mentioned aspects of work on the project are carried out during meetings of creative groups of students (collectively) in extra-curricular time partly coordinated by a teacher.

The next experimental and practical stage of the project is carried out by students on their own within the tasks of each of the creative group exclusively in extra-curricular time and on their own initiative. At this stage the practical part of the implementation of the work on the project is carried out. Firstly the students study information sources on the topic of the project: Internet, textbooks, manuals, periodicals, practical experience, market, etc. The analysis, generalization and systematization of the received information are carried out. Secondly empirical studies are carried out using previously defined techniques: observation, questioning, testing, interviewing, etc. The obtained results are summarized. Thirdly certain practical activity is conducted by the students for a productive result (if such activity is stipulated within the project implementation). Fourthly structuring and generalization of all empirical and practical data is carried out and the obtained results are processed. Fifthly the design of project is carried out in paper or multimedia version. In general this stage is the most prolonged, independent and a practical and valuable part of the project implementation which is only in some cases coordinated by a teacher-leader.

The final stage of the project implementation is the presentation of the results of the project activity in the form of a presentation of materials, poster report, a scientific publication, an album, etc., their discussion at the general meeting, project evaluation and forecasting of further research directions. Usually the final part of the project implementation is carried out at one of the lessons of professional training and all project participants directly or indirectly report on the results of the work done.

Thus the lesson part of the project implementation covers its theoretical and organizational justification and the final and recapitulative presentation of the results of the project activity. Extra-curricular students' activity within the framework of the project includes planning and forecasting collective work of students and procedural and practical implementation of the main ideas within the framework of the activities of creative groups.

The effectiveness of the implementation of extra-curricular stages of the project depends on a number of factors the main of which are the peculiarities of the activities of students of vocational schools as part of the creative groups during the specified period as well as the level of their independence during the project activity.

Formation of creative groups for implementation of projects depends on several conditions:

- level of development of skills of independent creative search work of students;

- level of students' interest in project work;
- level of formation of the student team;
- age and quantity composition of the project team.

Work in creative groups is an opportunity for students:

- to work in a team of like-minded people;
- to learn to negotiate and make joint decisions;
- to try themselves in different roles;
- to improve communicative skills for effective work in a team;
- to demonstrate actively themselves in creative activity according to individual possibilities, etc.

For the successful implementation of the project the level of identification of personal responsibility and independence of its participants is very important. The degree of independence depends on many factors: age and individual characteristics of students, their experience in project activity, the complexity of the project, the nature of the group's relations. However the practice of implementation projects shows the higher the level of personal initiative and responsibility of the participants the higher the quality of the final and recapitulative product. During self-organizing work in a group the most responsible tasks are assigned to those students who have a high level of independence and their own responsibility for the powers entrusted to them, abilities to work in a team and focus on the end result.

A good example of extra-curricular project work of students is a recent research on the topic "Meat in cooking" attended by students of group 29 from the profession "Cook / Confectioner" of Interregional Center for Professional Retraining of Released Servicemen (the town of Khorol Poltava region) (*Radchenko, 2016*).

Work on the project was conditionally divided into 4 stages:

- 1) definition of the main idea and purpose of the project (organizational and preparatory);
- 2) determination of the necessary resources and ways of project implementation (planning);
- 3) implementation of the project (experimental and practical);
- 4) presentation of the project and its analysis (final).

At the first stage the students together with the teachers substantiated the preliminary plan and identified the main idea and purpose of the project: to deepen and improve the students' knowledge, skills and abilities about the kinds of meat, methods of cooking and its role in cookery; to intensify the creative potential of students; to develop monologue and dialogue speech, practical skills, memory, attention, ability to work in groups, logical thinking; to bring up cleanliness, responsibility and respect for the future profession; to form national consciousness. For the project implementation microgroups were formed each of which consisted of 4 students.

At the second stage students identified the necessary resources (information, equipment, materials, time, money, etc.) and ways of realizing their plans. At the same stage the final version of the project topic ("Meat in cooking") was approved and the scheduling of the work was written. It should be noted that all the described work was done by students on their own and in extra-curricular time distributing among themselves all the necessary duties.

During the third stage of the project students studied information sources (Internet, textbooks, manuals, periodicals, etc.), conducted questionnaires and interviews with representatives of the culinary and production sector, sellers of finished products, employees of public catering establishments and also they partly joined the practical preparation of

various meat dishes. The collected information and study experience was summarized and systematized and the design of the results of the project activity was carried out.

At the fourth stage students presented a completed project in the form of a multimedia presentation which contained reports, recipes and useful tips for preparing a variety of meat dishes including samples of true Poltava recipes. Results of the project activity of the students of 29 group from the profession "Cook / Confectioner" was highlighted during the meeting a circle of production training which was also attended by pedagogical staff of the institution of vocational education.

So about 70% the implementation of the project "Meat in cooking" was held in an atmosphere of creative extra-curricular educational work which was a good opportunity for each of the participants of the project to show themselves, try in a variety of roles, learn to work in a team and make common decisions, create their personal educational trajectory and learn to plan their activity.

### Conclusions and suggestions

Thus it can be confidently noted that creative project activity is part of extra-curricular educational work of students of vocational education institutions which reveals their qualities and capabilities, allows themselves to work and realize their knowledge in practice and to develop personal communicative and intellectual potential, gives an opportunity to prepare practically for future professional activities.

### References

- Dmytrenko, T. V. (2015). *Effective organization and conducting of competitions of professional skill: methodical recommendations*. [Electronic resource]. Retrieved from [http://nmc-poltava.at.ua/statti/Dmitrenko/dmitrenko\\_t\\_v\\_metodichni\\_rekomendaciji\\_efektivna\\_o.pdf](http://nmc-poltava.at.ua/statti/Dmitrenko/dmitrenko_t_v_metodichni_rekomendaciji_efektivna_o.pdf). [in Ukrainian].
- Hurevych, R. S. (2007). *Informatization of extra-curricular activity of pupils and students. Problems of engineering and pedagogical education, Vol. 16, 106-112*. [in Ukrainian].
- Kondratova, L. H. (2011). *Extra-curricular project activity: what teacher needs to know. Informational and methodological magazine "School", Vol. 12 (72), 61-92*. [in Ukrainian].
- Kudlai, O. V. (2015). *Circle as a form of organization of extra-curricular work of students of vocational education institutions. Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical Sciences, Vol. 124, 174-177*. [in Ukrainian].
- Kulishov, V. S. (2016). *Implementation of project technologies in the training of specialists in the sphere of trade: methodical recommendations. Bila Tserkva: BILPE UEM NAPS of Ukraine, 85*. [in Ukrainian].
- Order of the Ministry of education and science of Ukraine, May 30, 2006. No. 419. *On approval of the Regulation on the organization of educational and production process at vocational schools: Official Bulletin of Ukraine, Vol. 25, 92-107*. [in Ukrainian].
- Radchenko, H. P. (2016). *Implementation of the project method during the educational process of future cooks. Innovative technologies in preparation of specialists in restaurant industry: Materials of the International Scientific and Practical Internet Workshop April 14, 2016, Bila Tserkva, Ukraine, 291-295*. [in Ukrainian].