

SOME FEATURES OF SOLVING PROJECTED PROBLEMS IN ELEMENTARY SCHOOL

N.V. Shigapova, Kazan

One of the required adequate form of activity in the elementary school is a project activity. New educational results (mainly educational and social independence; competence in solving problems and making decision; responsibility and initiative, etc.) can be achieved only through project activities of students [1].

However, the project activity takes central (leading) place in the junior high (general) school. In elementary school, it may have only prototypes in the form of creative tasks or specially created system of projected problems.

By projected problem we understand the problem, which specifically stimulates the children's actions, aimed at obtaining result ("Product"), which not yet exist in the practice of child, by doing through a system or set of tasks. During the solution of that problem there is a qualitative self-changing of group of children [2, c. 69]. The projected problem fundamentally is a problem, that was made for solving in the group.

The difference between the projected problem and the project is that to solve this problem, there are all the necessary tools and materials in the form of set (or systems) of tasks and information that is required for their realization, which are offered to students.

What kind of pedagogical effects does this type of problems give to you?

- It gives real possibility of interaction (collaboration) of children between each other in the solution of the problem, that was set by themselves. It specifies the time and place for monitoring and expert assessments of the activities of the students in the group.

- It teaches you a process of designing through the specially designed task (without explicit pointing to it).

- It allows you to see how the group of children realizes "transfer" of subject modes of action, which are known by them, to quasi-real model situation, where these methods are initially hidden, and sometimes them require a redesign.

Thus, during the solution of the system of projected problems of elementary school's children (grades 1-4) there are next abilities can be formed:

- to reflect (seeing the problem, analyzing maded progress - to determine why happened/unhappened to get something and see the difficulties and mistakes);
- to engage in goal setting (to set goal and keep it);
- to plan (to make a plan of their activities);
- to simulate (to represent the method of action as circuit model with the releasing of all essential and principal points);
- to take the initiative in the searching method(s) for solving the problem;
- to engage in communication (to communicate during solving the problem, to defend their position, to accept or reject the arguments the point of view of others).

The content of the project tasks has no specific references to the previously studied topics or areas of knowledge. Students are in a state of uncertainty about the way of decisions and especially the final result.

The projected problem differs by high volume and heterogeneity of the material. Description of life situation can be represented in the form of a single text or individual fragments with a variety of different information, including redundant, not related to a specific situation data, that "drown" it. At the same time information, presented in the narrative, may be incomplete and insufficient, what is forcing children to appeal to background information, which is contained in the annex of the project problem or external sources, or perhaps to his own life experience. The information, which is needed to perform one task, may also be contained in the texts of other tasks or their results.

The result of solving the problem can be represented as variety of text, character, graphical means, because there is no attitude to rigidly defined form of solution. Important meaning has the most appropriate method(s) of description and presentation of results, that is self-selected by students by their point of view.

Solution of projected problem essentially requires activities of students, which are distributed for collective - work in small groups (in some cases - in pairs). During this period there is the ability (or inability) to plan the course of solving the problem, to distribute the work among the members of the group adequately, to carry out mutual aid and mutual control, etc.

So the projected problem in elementary school is a step towards to the project activity in junior high (general) school (grades 5-9). These problems have a creative component. Solving them, children are not confined by the regular school task, they are free to invent, to dream. Tasks like this support children's individuality, give them the opportunity of trying the different solutions, to help emerge a learning community, because children are taught to see and hear each other. Because of projected problems in elementary school, children receive not only the possibility of mastering the cultural modes of action, but also the possibility of training of it using in quasi-real (model) situations. There is the actual practice of arbitrary behavior is mastered, such as self-organization and organization of each member of group, control of their own behavior in group work.

Bibliography

1. Polivanova, K.N. Project activities of students [Text]: manual for teachers / K.N. Polivanova. - M.: Prosvyaschenie, 2011. - 192 p.
2. Shigapova, N.V. The project technology of cognitive universal educational actions of student of elementary school in the process of training course "The world around us": diss.c.p.s., Ekaterinburg, 2015. - 276 p.