

## **THE APPLICATION OF PROJECTS METHODS IN TRAINING STUDENTS IN SECONDARY VOCATIONAL EDUCATION.**

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### ***Annotation***

*This article deals with the experience of the application of the project method in training students in the secondary vocational education.*

### **Actuality**

Before any educational institution there is a main task: to provide training specialist able to successful entry into the sphere of production and realization of the creative potential of a person. The use of educational technology allows you to prepare the specialist able to adapt to modern life and to control its development. The basis of modern technology is developing training project method.

Project method is an educational technology aimed at studying the acquisition of new knowledge based on real-world practice, the formation of specific skills through systematic organization of problem-oriented research [1, 2]. Project method allows students to stimulate interest in certain issues, to include them in the creative transformative activity. The method of projects is a development of cognitive, creative interests of students, ability to design their knowledge independently and to be orientated towards the information space. This method is partially combined with the method of teaching "in collaboration" with the "problem" and "research" teaching methods. Depending on the tasks various projects methods can be applied in the teaching process. There are following models using at this stage:

1. On the basis of the dominant method (research, creative, gaming, information, practice-oriented);
2. The nature of co-ordination:( with an open coordination, with a hidden coordination);
3. The number of participants: (personality, pair and group);
4. On the basis of duration (short, medium, long term);
5. By the number of subjects involved: (one-subject projects, interdisciplinary projects, mixed designs) [2].

### **Project**

Project method has found its application in training the specialty "Design, modeling and technology of garments," in the Vladimir Technology College. We use a variety of forms: problem solving with design elements in business games, the performance of laboratory works, course and degree projects in the teaching process. The elements of design are used in the training with the junior courses during the laboratory works. For example, in the subject "Methods of constructive modeling garments" in the final labs the students carry out small-scale projects for the development of clothes design by a sketch. The students choose a model in magazines or catalogs; they develop a framework structure for it and perform the design in accordance with the sketch. The quality of the developed design is checked to make a sample of fabric in a reduced scale. The students carry out the work with great interest as eventually they see the results. The project is carried out by each student individually.

No	Name of the discipline	Students' activity	Number of participants of the project
1	"Fundamentals of processing various types of clothing"	For the proposed models of clothes, consider the products and processing methods to choose the optimal equipment.	The project is implemented in pairs, and it is an intersubject one as it includes the knowledge accumulated in the disciplines "Materials, performing works in "a tailor" specialty".
2	"Materials"	At a final lesson it is suggested to pick up a package of materials and justify the choice in a form of business game.	Students are carrying out such a project in groups.
3	"Preparation and organization of technological processes of garments"	The students perform calculations of pre-process parameters, develop advanced models of clothes of obsolete products (clothes update) and do other tasks.	The work is performed both individually and in groups.
4	"Fundamentals of artistic treatment of garments"	The students perform creative projects.	For example, they examine the national costume and make stylized decoration.

Project method is used in the research work of students. With the results of this type the students annually perform at scientific conferences (for example, "Creating an individual image in office style clothes", "Development of festive clothing collection for children". Performing the tasks the students carried out not only research and generalization of knowledge, but they also put the projects into practice, they introduced ready-made clothing samples.

Research and degree projects require a well thought-out project structure, systematic correction in the course of work, analysis, synthesis, reasoned conclusions and results. Fulfilling the projects students apply knowledge, both creative and technical, for example, projects include: performing sketching models, dimensioning, a reasonable selection of materials. As a result, the students defend their graduation projects, they reason their decisions and prove the reality of its application.

At the stage of final state certification, the students complete degree projects, they design like at a real enterprise: from concept sketches to the finished model of the sample and project the sewing department.

## Conclusion

During the three years of vocational education the student must possess a large amount of theoretical knowledge, learn to analyze, to master practical skills ,to wish further education,, to learn new technology and strive for self-improvement. To perform these tasks is possible only by using active teaching methods and, in particular, the most productive method for technical specialty is the method of projects.

## Literature

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