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## Formation of Project Culture in Future Teachers

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### ABSTRACT

The purpose of the article is to present the methodology of forming the project culture of future teachers. The methodological basis of the research is: modern ideas of the dialectic of the general, special and individual in the formation of project culture; philosophy of a subjective-humanistic approach to education; theoretical provisions about the social, active and creative essence of the individual, the mechanisms and conditions of its self-expression in culture; the theory of complex personality development and the formation of knowledge, abilities and skills; fundamental studies of the development of the general and professional culture of the teacher. Today, students have to cope with a large volume of tasks, have time to live and study. At the same time, today most students are not ready for the challenges of modern society. The process of forming a project culture should be aimed at creating a project-innovative environment in an educational institution, that is, creating conditions for the emergence, development and implementation of projects. Project-based learning targets future teachers for academic, personal, and career success, and prepares them for the challenges they will face in their future careers.

KEY WORDS: Project, activity, culture, future teachers, professional training.

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## Formación de la cultura de proyectos en futuros docentes

### RESUMEN

El propósito del artículo es presentar una metodología para la formación de una cultura proyectual de los futuros docentes. La base metodológica del estudio es: ideas modernas sobre la dialéctica de lo general, especial e individual en la formación de una cultura de proyecto; filosofía del enfoque subjetivo-humanista de la educación; disposiciones teóricas sobre la esencia social, activa y creativa de la personalidad, mecanismos y condiciones de su autoexpresión en la cultura; teoría del desarrollo complejo de la personalidad y formación de conocimientos, habilidades y destrezas; estudios fundamentales del desarrollo de la cultura general y profesional del maestro. Hoy en día, los estudiantes tienen que hacer frente a una gran cantidad de tareas, tener tiempo para vivir y estudiar. Al mismo tiempo, la mayoría de los estudiantes de hoy no están preparados para los desafíos de la sociedad moderna. El proceso de formación de una cultura de proyectos debe estar dirigido a crear un entorno innovador de proyectos en una institución educativa, es decir, a crear condiciones para el surgimiento, desarrollo e implementación de proyectos. El aprendizaje basado en proyectos se enfoca en futuros maestros para el éxito académico, personal y profesional y los prepara para los desafíos que enfrentarán en sus futuras carreras.

**PALABRAS CLAVE:** Proyecto, actividad, cultura, futuros docentes, formación profesional.

### Introduction

Project technology for solving social, economic, and technological problems in recent decades is one of the most adequate to the political, organizational, and ecological European culture of the modern stage of civilizational development. The project in these conditions acts as a form of participation in one or another process, a tool for mobilizing the necessary resources, organizing the process, achieving certain results and creating conditions for transition to another project. If we turn to the sphere of education and science, then the project approach has become a form of translation of management culture that developed in the second half of the 20th century in the most economically, technically, and scientifically developed countries. Modern transformational processes in education require a rethinking of views on the problem of teachers' readiness to carry out project activities. The level of their readiness for project activity depends on a conscious attitude to finding solutions and making decisions in non-standard situations, the ability to generalize the practical experience of educational activities of educational institutions. Awareness of

urgent educational problems and the search for options for their elimination by means of project activities guides the process of developing educational projects and programs taking into account the experience of international organizations and the prospects of their implementation in the conditions of domestic educational institutions. That is why it is necessary to promote the formation of the project culture of future teachers, creating opportunities for their effective involvement in project activities.

**The purpose of the article** is to present the methodology of forming the project culture of future teachers.

### 1. Literature review

The scientific substantiation of the theoretical and methodological foundations of project activities in secondary and higher education is presented in the works of domestic scientists - I. Dychkivska, V. Dokuchaeva, S. Izbash, V. Kremin, S. Krymskyi, O. Kobernyk, O. Onoprienko, K. Oleksenko, O. Kryvylova, and others. Theoretical provisions regarding the project-technological approach in the activities of participants in the educational process of out-of-school education institutions were investigated by modern Ukrainian scientists O. Bykovska (Bykovska, 2006), H. Pustovit (Pustovit, 2008), T. Sushchenko (Sushchenko, 1996) and others. At the same time, today this issue remains far from being exhausted. There are a number of issues that require thorough research. The methodological basis of the research is: modern ideas of the dialectic of the general, special and individual in the formation of project culture; philosophy of a subjective-humanistic approach to education; theoretical provisions about the social, active and creative essence of the individual, the mechanisms and conditions of its self-expression in culture; the theory of complex personality development and the formation of knowledge, abilities and skills; fundamental studies of the development of the general and professional culture of the teacher.

### 2. Presentation of the main research material

The theoretical and methodological principles of project are substantiated in the works of S. Krymskyi, who notes that "... modern theory as a form of organization of knowledge begins to be more and more organically combined with the project, and the

project provides the methodology of practical activity. In this connection, the methodological functions of the project are broader than the constructive task of theory or the theoretical foundations of practice. After all, the project is built according to the algorithms of practice, and functions in the form of a theoretical construction" (Krymskyi, 2008).

In the scientific literature, there is no precise and generally accepted definition of the definition of "project" ("progetto" – in Italian, "projet" – in French, "project" – in German and "project" – in English) - for the definition of an educational method. We consider one of the most relevant understandings of the project formulated by O. Kobernyk: "A project is a set of actions specially organized by the teacher and performed independently by the students, which culminates in a result, the creation of a creative product" (Kobernyk, 2007). Regarding the characteristic features of the project approach to learning, I. Yermakov emphasizes that "The ideal project is the one for which knowledge from various fields is necessary, which makes it possible to solve a whole set of problems" (Yermakov, 2007).

It is important to note that projecting necessarily involves project-transformative activity, which reflects the attitude of the project subject to the surrounding environment and is reflected in the project object. We find confirmation of this in the works of M. Chobitko, who considers project activity as a way of establishing a personally oriented position of participants in the educational process and ensuring their cooperation, co-creation in the process of professional training (Chobitko, 2007).

Thus, project is an activity aimed at realizing a certain goal by substantiating an idea, its development and implementation, i.e. project implementation. The success of project implementation depends on the level of formation of the project culture of the individual.

Therefore, the next concept that needs to be studied is "culture".

According to the results of the analysis of scientific works, it can be stated that culture, at the current stage, is considered mainly in two aspects. The first aspect characterizes culture as the process of formation of an individual as a subject of culture and, accordingly, assumes the existence of a relationship between the level of development of a person and his culture and the level of development of society in a specific historical period. Thus, experience and results of people's creative activity accumulate in culture. The second involves the formation of the creative direction of the individual by means of culture, thus

culture is a peculiar means of human improvement.

Most often, "project culture" is considered as a complex sociocultural and psychological-pedagogical phenomenon, which consists in the highest manifestation of project thinking, which is realized in project activity. It should be noted that despite the different positions of scientists, they are all unanimous in their views that the important structural components of project culture are the creative qualities of the individual, the ability to solve problematic tasks, the ability to choose the optimal methods and means to achieve the set goals.

Today, project management is one of the most relevant and progressive management technologies, which continues to develop rapidly. There are extremely many areas of application of the project management concept, and they can cover almost all areas of human life, including public administration. However, nowadays, project management tools are still not widely used in government agencies. For many public administration bodies, the project method remains a rather unknown direction in management methodology. Most of them still prefer traditional management approaches. They use either outdated command-administrative methods of management, or individual modern approaches of functional management. As for the first command-administrative methods of management, they cease to exist, but remain dominant in management in government institutions. As for the other methods of functional management, they are the prerogative of managing newly created or reorganized enterprises. We have defined the main characteristic components of the project: a clearly defined goal, which is achieved together with other requirements; a complex of interrelated works and resources that require clear regulation and coordination; defined start and end dates; limited life cycle; limited resources; unique content and conditions of project implementation; potential conflict (on work, resources, time, etc.). The project is always related to changes in its internal and external environment, its implementation is a purposeful transformation from the existing state to the desired one.

The project culture of the individual is a relatively new concept that entered science with the development of social engineering technologies.

The conditions for a teacher to master project culture are:

- personal motivation to master the project culture;
- organization of the project process in the educational institution;

- innovative direction of pedagogical activity;
- the possibility of choosing a personal path of self-development;
- expansion and deepening of the teacher's professional skills;
- variety of activities;
- self-realization and self-actualization in the educational process.

The project culture of the teacher is based on:

- project competence (knowledge and skills in the basics of design);
- formation of creative qualities of the teacher's personality;
- able to build personal approaches to solving non-standard situations;
- creative activity.

Thus, project culture involves the formation of a teacher as a creative personality who has a constant need for self-education, building a personal plan of continuous education.

The conducted analysis of the features of the educational environment, which creates conditions for the formation of project culture, made it possible to highlight its essential characteristics, which are:

- dialogue-partner nature of active interaction, reflexivity of participants in the educational process (teacher, students), joint programming of future project activities, exchange and transfer of knowledge with partners in educational research, formation of abilities and skills, as well as subject and extra-subject competences in the process of forming project culture ; mutual support, mutual assistance between subjects acts as a psychological mechanism, enabling participants not only to "open up", but also to enter into a dialogue based on their own subjective attitude;

- openness as a relationship between the internal and external environment in the context of access and exchange of information, media resources in the process of forming the project culture of future teachers, ensuring the possibility of expanding the educational environment depending on personal meanings, individual educational interests and needs;

- the developing nature of the educational environment, which determines the opportunity for self-development, self-regulation, self-determination of students and teachers, which makes it possible to build an individual development trajectory;

- tolerance is considered as the assimilation of special forms of joint project activity, which maximally takes into account the interests and capabilities of all subjects in the

process of modeling and designing the educational subject environment;

– the productivity of creating conditions for the appearance of not only the internal, personal result of the subjects in the development and implementation of life-creating projects in the educational process (systems of planned and actions, means of achieving the set goals), but also external, which has direct value, is the projecting by the individual of his life activities, with the implementation of which life is connected.

The analysis of scientific sources on the problem of the formation of project culture of future teachers in the educational environment of a higher education institution allowed us to identify and formulate in our research the leading factors that contribute to the formation of project culture: the factor of integrative creativity, the factor of project orientation of socio-cultural activities, the factor of maximum use of personal and developmental the potential of the educational environment of the educational institution, the factor of project identification of the individual and the factor of ergonomics.

The modern system of training future teachers is characterized by the introduction of innovative technologies. They are aimed at training a new type of teacher who is able to solve a range of significant pedagogical problems of the 21st century.

Arguments in favor of the need to learn project culture should be recognized: projecting strengthens the type of thinking of project participants, bringing them closer to the needs of the 21st century; projecting defines a new, modern, innovative face of education and changes the competitiveness of the teacher himself. Thus, project culture is a mandatory quality of a modern teacher and requires special attention regarding its formation.

One of the main requirements for the formation of a project culture is the presence of trained teachers-consultants who are familiar with the technology of project development and who independently create and implement various types of projects. The work of such teachers creates a creative environment.

The results of project activity should be productive-oriented, that is, they should be recorded in the form of a description of goals, methods and conditions for their achievement, taking into account pedagogical, economic, ecological and social expediency, as well as in the form of the result of this project - an activity that gives a useful pedagogical result. The totality of materials, as well as the performed activities, is the project, by which the level of mastery of the project culture is evaluated. Necessary conditions for a teacher to

master project culture are: personal motivation to master project culture; organization of the design process in an educational institution; innovative direction of pedagogical activity; the possibility of personal choice of the path of self-development; expansion and deepening of the teacher's professional skills; variety of activities; self-realization and self-actualization in the educational process.

The process of forming a project culture should be aimed at creating a project-innovative environment in an educational institution, that is, creating conditions for the emergence, development and implementation of projects. The dynamics of the process of creating a project-innovative environment can be ensured only when the project culture functions systematically in the teacher's experience, the work will be carried out with the help of experienced teacher-consultants.

Researching the level of readiness of students for project activities in higher education is a rather difficult task, since it is necessary to consider several aspects of this concept at once, as a result of which it is not enough to carry out a single methodology. Thus, it is advisable to carry out a set of diagnostic methods, which can be used to determine the level of readiness of students for project activities.

The purpose of the pedagogical experiment was to determine the level of students' readiness for the development and implementation of projects. According to the selected components, indicators were determined and appropriate methods were selected.

### 3. Results

To describe the final level of readiness of future teachers for project activities and to summarize the data obtained during the experiment, we attributed each method to a high level - 3 points, average - 2 points, low - 1 point. After that, points were calculated and students' results were ranked: 12-10 points - high level, 9-6 points - average level, 5-0 points - low level.

After calculating the points for each technique, the following result was obtained, which is displayed in Table 1.

According to the results of the conducted methods, we conditionally assigned 3 students, which is 12%, a high level of students' readiness for project activities. These students have a high level of motivation to study, quickly and efficiently perform the teacher's tasks of any

degree of complexity. They are ready to work in a team, show interest in collective activities. But there is a high probability that, entering a team with a low degree of motivation of fellow students, these students will become less active, take the position of observers.

Table 1. Level of readiness of 1st year students for project activities

Number of students %	HL	AL	LL
26	3	5	18
100 %	12 %	19 %	69 %

We conditionally attributed 5 students to the average level of students' readiness for project activities, which was 19%. These students are satisfied with what they are doing or not doing anything, they do not have a particular need to invent any new techniques in work or study, but if someone makes suggestions and proves their effectiveness, such students will be able to change their minds. They are ready to work in a team, to the tasks assigned to them, but they will not show initiative.

18 students have a low level of readiness for project activities, which was 69% of the total number. These students are passive. Working with such students, the teacher must know the basic principles of psychology, be able to manage work in a group in practice, become "a friend" for the students, their mentor. Graphically, the results of the experiment are presented in Figure 1.

According to the results of the pedagogical experiment, the level of students' readiness for the development and implementation of projects was determined to be low, which indicates the inability to make decisions within the project and bear responsibility for them.

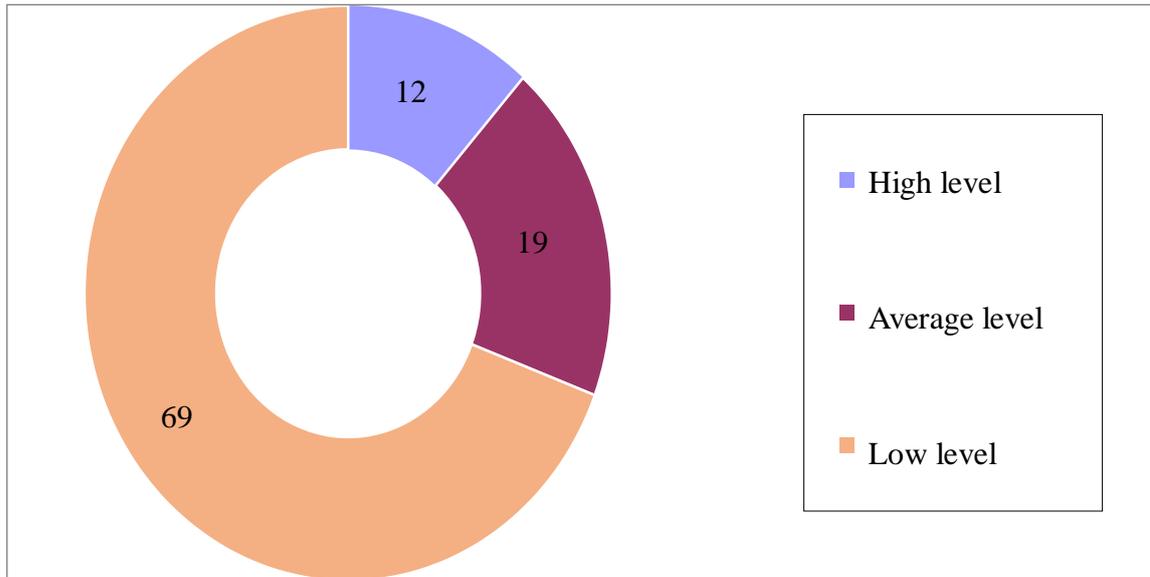


Fig. 1. Level of readiness of 1st year students for project activities. (Author's research)

## Conclusions

Nowadays, students have to cope with a large volume of tasks, have time to live and study. Soft skills are skills of the XXI century, which are necessary for a person of any profession and any age in order to manage his time and will, and project activity in the educational process is the tool that can be used to acquire soft skills.

At the same time, today the majority of students are not ready for the challenges of the XXI century. The process of forming a project culture should be aimed at creating a project-innovative environment in an educational institution, that is, creating conditions for the emergence, development and implementation of projects. Project-based learning targets future teachers for academic, personal, and career success, and prepares them for the challenges they will face in their future careers. Prospects for further research can be seen directly in the verification of the effectiveness of pedagogical conditions for the formation of the project culture of future teachers.

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