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ФОРМУВАННЯ ПРОЄКТНОЇ КУЛЬТУРИ МАЙБУТНІХ ФАХІВЦІВ У ПРОЦЕСІ ЇХ ПРОФЕСІЙНОЇ ПІДГОТОВКИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

У статті розглядається проблема виявлення особливостей формування проєктної культури майбутніх фахівців у процесі їх професійної підготовки у закладах вищої освіти. Проєктна культура визначається як особлива форма існування інноваційних процесів і водночас результат творчої самореалізації професіонала на кожному етапі його становлення як суб'єкта діяльності у професії. Встановлено, що до змістових компонентів, що формують проєктну культуру, належать такі сфери: побудова та проєктування діяльності, усвідомлення проєкту, моделювання явищ, постановка та творче вирішення професійної ситуації, завдань, напрацювання досвіду проєктно-методичної діяльності, рефлексія. Підкреслено, що попит на проєктний потенціал у сфері освіти і, як наслідок, включення проєктної культури до найважливіших результатів освітнього процесу пов'язані з поступовим витісненням традиційної моделі освіти й перерозподілом освітніх пріоритетів до гуманістичної моделі, що визначається соціальним замовленням і потребами суб'єктів освітнього процесу. При цьому проєктна культура визначається як суспільно значуща, прогресивна, інноваційно-творча діяльність суб'єктів освітнього процесу в різних сферах професійної самореалізації та розвитку особистості. Звернуто увагу на те, що професійний супровід формування проєктної культури майбутнього фахівця визначається системною оцінкою ефективності моделі освітнього процесу, спрямованої на виконання цього завдання, з точки зору реалізації основних стратегій особистості, її духовний і соціальний розвиток та проєктні навички.

Ефективність процесу формування проєктної культури майбутнього фахівця залежить від уміння створювати інноваційне середовище розвитку особистості, тобто умови для постійного пошуку, оновлення прийомів і методів професійної діяльності. Майбутній фахівець ще на етапі здобуття вищої освіти має стати генератором інноваційних ідей, вміти здійснювати різноманітні форми інноваційної діяльності, яка згодом стане обов'язковою складовою індивідуальної освітньої системи.

Перспективи подальших досліджень полягають у необхідності отримання емпіричних даних щодо формування проєктної культури в процесі професійної підготовки майбутніх спеціалістів.

Ключові слова: проєкт, проєктна діяльність, проєктна культура, професійна підготовка, заклад вищої освіти.

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FORMATION OF FUTURE SPECIALISTS' PROJECT CULTURE IN THE PROCESS OF THEIR PROFESSIONAL TRAINING AT ESTABLISHMENTS OF HIGHER EDUCATION

The article deals with the problem of identifying the specific features of the formation of future specialists' project culture in the process of their professional training at establishments of higher education. Project culture is defined as a special form of existence of innovative processes and at the same time the result of a professional's creative self-realization at each stage of his/her formation as a subject of activities in the profession. It is stated that the substantive components that form a project culture include the following areas: construction and projecting of activities, project awareness, modeling of phenomena, formulation and creative solution of a professional situation, tasks, development of experience in project-and-methodological reflection. It is highlighted that the demand for project potential in the field of education and, as a consequence, the inclusion of project culture among the most important results of the educational process is associated with the gradual displacement of the traditional model of education and the redistribution of educational priorities to a humanistic model, which is determined by the social order and the needs of the subjects of the educational process. At the same time, project culture is defined as socially relevant, progressive, innovative-and-creative activities of subjects of the educational process in various areas of professional self-realization and personal development. Attention is drawn to the fact that professional support of the formation of a future specialist's project culture is determined by a systematic assessment of the effectiveness of the educational process model aimed at fulfilling this task from the point of view of implementing the main strategies of a personality's spiritual and social development and his/her project skills.

Key words: project, project activities, project culture, professional training, establishment of higher education.

Problem statement. In the modern world, the phenomena of globalization of the cultural and educational space are integrative processes that carry the potential for the development of humanitarian education in Ukraine. The integrative component in the educational processes of higher education is determined by the use of knowledge borrowed from other scientific disciplines, and acts as one of the methodological conditions for modeling processes in education.

The prospects for updating higher education are the tasks of a future specialist's comprehensive training who knows how to project his/her own labor and innovative activities in various economic and social situations, is able to identify ways and is ready to find solutions to emerging problems regardless of external circumstances, and determine an individual strategy for professional thinking, activities and behavior.

Effective training and growth in the quality of a future specialist's professional training depends on the degree of formation of an individual's project culture in the process of receiving education at a university as an important part of general and professional culture.

Researches analysis. Currently, there is a large number of works devoted to the issue of formation of future specialists' professional training, including the formation of these specialists' project culture (V. Bilyk [1], L. Bodko [2], N. Dovmantovych [3], V. Zinevych [4], O. Kosovych [5], L. Martynets [6], O. Molchaniuk & O. Palchuk [7], L. Savchenko [8], M. Uisimbaieva [9], L. Kozak & V. Koval [10]). One of the goals of developing the project culture among future specialists in the higher education system should be such a student's training for future professional activities that will ensure his/her competitiveness and demand in the labor market.

The aim of the article is to reveal the specific features of the formation of future specialists' project culture in the process of their professional training at establishments of higher education.

Presenting main material. The concept of "project culture" is being updated in modern educational theory and practice. Professional projecting is becoming perhaps the main component of a future specialist's work activities, containing such elements as planning, modeling, forecasting, diagnostics, monitoring, and control. Project culture makes it possible to solve in innovative ways professional situations that constantly arise in the educational process and the professional tasks arising from them, which is determined by the ability to model and predict professional problems in conditions of uncertainty of tasks and variability of possible results.

The projecting process has integrity and structural unity at different levels – methodological, theoretical, empirical. A means of developing a project culture among students can be project-based learning, based on students' project activities, the application and development of their abilities for joint innovative and creative-and-transformative activities. Specific methods of bachelors' project-based teaching include the project method, research activities, and sociocultural projecting within the educational process of the university.

The culturological approach determines the methodology of professional projecting and directs projecting processes to the entire cultural experience of humanity, determining that: 1) the concept of "professional projecting" reflects the specificity of a future specialist's professional activities and its own meaning-forming and sociocultural specificity; 2) professional projecting is a special kind of a future specialist's activities, invariant with respect to the subject areas of its deployment, having its own technologies and methods; 3) professional projecting covers the structural blocks of the professional process, implemented in a future specialist's project activities, through the emergence and selection of professional ideas and innovative goals, their transformation into the form of professional tasks of the strategic, operational and tactical levels, implemented in project activities;

4) a professional project is a product of innovative activities and it has a dual nature. On the one hand, the project is an information base and strategy for a future specialist's upcoming actions, on the other hand, it is a multicultural text that requires authors' understanding, reflective actions, empathy, and co-creation.

Project culture can be defined as a special form of existence of innovative processes and at the same time the result of a professional's creative self-realization at each stage of his formation as a subject of activities in the profession.

Thus, project culture is defined as knowledge, skills and readiness to determine the needs and opportunities for one's own activities when implementing a project. Such activities include: collection, analysis and application of information necessary for the implementation of the project; generation of ideas and targets that arise during the implementation of the project; choosing the optimal goal; planning, organizing and executing work to implement the project; acquisition of additional knowledge, skills and abilities in scientific knowledge [9].

A future specialist's project culture is an integral part of his/her professional culture, a set of "project" methods of innovative transformation of professional reality based on forecasting, planning, projecting and modeling of professional phenomena, processes and systems [1].

The substantive components that form a project culture include the following areas: constructing and projecting of activities, project awareness, modeling of phenomena, formulation and creative solution of a professional situation, tasks, development of experience in project-and-methodological reflection.

The individual creative level as the highest level of development of a future specialist's project culture is determined by the completeness and systematicity of knowledge of the technology of project activities, the ability to perform analytical and synthetic operations with information, and transfer the acquired knowledge into project innovation activities, which become subjectively significant; the ability to develop models for achieving strategic professional goals, as well as the formation of skills to predict results, adjust one's activities, recognize the need for continuous self-development, and build in a promising program of professional activities for a specific period.

The demand for project potential in the field of education and, as a consequence, the inclusion of project culture among the most important results of the educational process is associated with the gradual displacement of the traditional model of education and the redistribution of educational priorities to a humanistic model, which is determined by the social order and the needs of the subjects of the educational process.

The problem of forming a project culture is relevant for the modern education system, as it is progressive in its target orientation and takes into account the needs of the formation of new qualities of a person of the 21st century – practice orientation, cultural conformity, social competence of subjects of the educational process, innovative and creative orientation of professional and life self-realization.

Based on the above mentioned facts, project culture can be defined as socially relevant, progressive, innovative and creative activities of subjects of the educational process in various areas of professional self-realization and personal development. At the same time, it is a dialectical unity of the processes of practical professional objectification (the creation of practically significant professional results) and informational disobjectification (the development of the cultural heritage of mankind, aimed at transforming professional reality and modeling the values, knowledge and experience of the theories and practices of the humanities in the internal plane of the individual participating in projecting oneself as a subject of professional activities).

Professional support for the formation of a future specialist's project culture is determined by a systematic assessment of the effectiveness of the educational process model aimed at fulfilling this task from the point of view of the implementation of the main strategies for personal, spiritual and social development of the individual and project skills.

It is necessary to form a future specialist's new project-and-professional thinking, which is based on ideas about: constant creative interaction between man and nature; the moral potential of the transformative activities of a subject of learning; humanization of a student's consciousness through involvement in universal human values; the desire for an individual's open individual-and-personal development and integrity; constant desire to update humanitarian knowledge and creative self-display in it.

The humanistic and technocratic paradigms of education, despite the obvious contrast of influence, are combined in the system of driving forces in the process of forming a future specialist's project culture.

Project culture is important for a future specialist in the following areas of its implementation in the educational process: 1) demonstration of the ability to implement one's knowledge in practical activities of an innovative nature, which allows one to implement the projecting process as a type of problem-based developmental education; 2) projecting as a reflexive result changes the type of project participants' thinking, bringing it closer to the needs of the 21st century; 3) participants' project activities in the educational process of the university determine the new, modern, innovative appearance of the educational institution; 4) projecting as activities result embodies the ideas of personality-oriented, innovative and creative pedagogy; 5) projecting as a strategy allows one to determine the level of a future specialist's competitiveness in the labor market.

By characterizing project culture as a basic component of a future specialist's personality, it is possible to determine the plane of intersection of the three main structures of his/her personality: the system of multidimensional structure of a future specialist's personality, the formation of professional readiness for project activities and the system of professional specialized technologies of professional activities, formed in the process of individual mastery of knowledge, skills and abilities.

Project culture combines: 1) value-significant images of the projected professional environment;

2) value orientations of project subjects and methods that determine the creative component of the designer's plan; 3) conceivable, sensory, tangible values of a given project culture and achievable value states of creative consciousness in it, necessary for the personal implementation of the project process.

The system-and-functional structure of the project culture reveals the relationship between the technological and system-and-synergetic components. Based on this fact, project culture can be defined as an integrative quality of personality, in which motivational-and-target, intellectual-and-content, organizational-and-activity and reflective-and-evaluative components are represented as integrity.

A future specialist's all activities correspond to cultural norms, which include professional norms and values, scientific-and-cognitive value foundations of activities, subject-and-scientific norms and values, and social-and-value guidelines. Project culture determines not only the creation of cultural values in teaching activities, but also the creative-and-innovative state of a future specialist's personality, which allows them to productively assimilate these values. Its elements are: procedural – the process of creating cultural values, which includes goals of activities, motives, methods, techniques, actions; personal – personality states that encourage a person to master a project culture; innovative-and-relaying is a property of professional activities that determines the transmission of cultural values refracted by a future specialist's project experience.

A future specialist who knows the basics of project culture is a subject of his/her own project activities and his/her own innovative-and-creative professional process, capable of independently carrying out a project at all levels of its implementation in education and life.

A future specialist's project culture, as a professional of the first stage of education, is based on project competence, which includes knowledge and skills in the basics of projecting, the formation of an individual's creative qualities and abilities, his/her ability to construct his/her own innovative project approaches to solving professional problems in dynamically changing and non-standard educational situations. Project culture is mastered by an integral block of components, consisting of: 1) a formed individual system of professional values, adherence to which imparts personal and semantic aspects to professional activities; 2) mastering culturally and nature-appropriate ways of transforming the surrounding reality and innovative-and-creative technologies of project-based professional activities; 3) building a system of interpersonal and business relationships in the process of implementing project activities, based on the relevant norms of communicative culture; 4) development of the need for general cultural development, professional and personal self-development and self-improvement; 5) personal contribution to the development of project culture in the educational space of a university and society in the process of innovative-and-creative nature-conforming and culture-conforming transformative activities.

The mechanisms for developing a future specialist's project culture are a future specialist's self-

determination in the content priority of his/her own professional training and the projecting of his/her own activities, the self-realization of the subject during the implementation of independent professional, innovative and creative projects, the student's mastery of a general algorithm for projecting and constructing activities.

The above mentioned ideas and provisions for the formation of a future specialist's project culture at a university determine the general organization, content, forms and methods of the process of developing a future specialist's projecting and creative-and-innovative skills, i.e. his/her principles. These principles do not replace, but complement and specify general professional principles in accordance with the goals of professional education.

The main one can be defined as the principle of reflective-and-activity mediation, which defines the main idea and basis for the formation of a future specialist's project culture as the idea of a humanistic-and-activity approach [8]. The rules of this principle can determine: 1) entry into professional activities according to the degree of formation and development of professional consciousness; 2) disclosure of the sociocultural meaning of values, purpose and content of professional activities by a subject of educational activities; 3) formation of levels of correspondence between the project culture and project innovative-and-creative activities.

The principle of spatio-temporal configuration of activities is defined as the second principle [2]. The rules of this principle are determined in such a way: 1) effective management of project processes at different stages of training; 2) taking into account the time, effort and funds for the implementation of project activities by the student; 3) identifying rational methods of activities at each stage of a project, which will minimize time expenditure and increase the effectiveness of the creative and innovative potential of a project as an educational form of a student's work.

This principle not only makes it possible to select the content of education and determine the forms of its implementation, but also requires optimal combinations of time and place for organizing the educational process in existing objective conditions, and accounting for funds.

The need to create a personal development environment at a university is the third principle. The universality of the personal development environment is determined by its fundamentals – conformity with nature and cultural conformity. Each subject of the educational process adapts and realizes himself/herself in it in accordance with his/her capabilities, inclinations and talents. The personal-and-development educational environment of the university creates and supports its own values, patterns of behavior, traditions, and teachers and students ensure the effective formation of a project culture for future specialists.

An integrative approach is an indispensable condition for the effective formation of a future specialist's project culture at a university. Integrity for a future specialist's project culture is a combination of a set of mutually complementary scientific approaches, the synthesis of which makes it possible to holistically, multifacetedly and multidimensionally study the

problems of forming a project culture at different levels.

The integrative approach should be combined with: cultural, systemic, axiological, and activity approaches.

It is mandatory to have a developed methodology of a cultural approach in the practice of a future specialist's project activities and the use of an integrative-and-axiological approach in the educational process, which will allow the formation of a future specialist's project culture, provided that the following tasks are solved: integration of general professional and creative-and-innovative skills; consolidation of technological and subject knowledge, skills and abilities in the process of completing educational projects; formation of a future specialist's basic project skills.

Methodological support for the process of forming a project culture is determined by the existence of forms, methods, educational technologies, programs, methodological recommendations and teaching aids for special courses "Fundamentals of Project Culture", "Fundamentals of Project Activities", "Project in the Education of the Humanities", "Projecting of the Educational Space of a University", which allows, in a certain logic, to build the process of forming a future specialist's project culture.

The use of a generalized algorithm for projecting and constructing a future specialist's activities makes it possible to convey in an accessible and systematized form the structure of the process of project activities in a future specialist's work at different stages, which can be implemented in almost every subject of the humanities cycle that corresponds to the state educational standard for a bachelor.

Following the stage-by-stage process of developing a future specialist's project culture is a necessary condition in combination with a student-oriented model of education. This will allow students to gradually develop and consolidate their project skills, approaching their individual development.

At the problematization stage, the tasks of creating a positive perception of the professional training process and providing students with the information necessary for full inclusion in project activities at a professional level are solved.

The orientation stage involves a future specialist achieving self-determination regarding options for participation in project activities, which is ensured by the implementation of socio-professional tests in various fields and types of professional activities.

The instrumentation stage consists of a future specialist mastering the basic professional actions and tasks of projecting and modeling using materials from the real educational process. Here the combination of personality-oriented information with the implementation of socio-professional tests is fully manifested. As a result of this stage, the student is prepared to use a generalized algorithm for projecting and constructing activities.

The next stage is important in the implementation of this model – reduction (from the Latin *reducere* – to bring back, to return). It is a scientific technique that provides the transformation of data, problems, concepts, methods of reasoning and proof into

something simpler and more easily amenable to accurate analysis. It is associated with the transfer of projecting and modeling experience into a new type of activities – independent professional-and-educational activities, modified and adapted to a specific subject of educational activities. However, here educational activities are still episodic in nature and are carried out under the direct supervision of a university teacher.

At the final stage – professional-and-educational activities – it is assumed that a future specialist will gain independence in the projecting and construction of the educational process.

The fourth condition for the successful formation of a future specialist's project culture is the assimilation and application of a generalized algorithm for project and constructing activities in educational (professional) activities. Initially, there is a process of diagnosing the educational reality (situation), then modeling it and predicting the result of the model's implementation. As a result of implementation, the projecting (construction) process follows, and the final step is the exteriorization of project competence, in the form of the transfer of practical project knowledge to any conditions of use in professional practice.

Modern researchers have come to the conclusion that there are no significant differences between projecting and construction in any field, any activities. Both processes go through similar stages and have a single algorithm, regardless of the object. Theoretical modeling of the process of forming a future specialist's project culture allows us to develop a multi-level system for forming a future specialist's project culture.

The first level of the system is characterized as the informational one and it provides for the study of the fundamentals of project culture. For this purpose, the curriculum includes the disciplines "Introduction to Pedagogical Activities" and "Theoretical Pedagogy".

The discipline "Introduction to Pedagogical Activities" is taught in the first year in the first semester and introduces students to various areas of future professional activities, determines the specifics of the educational process in different eras.

The discipline "Theoretical Pedagogy" is studied in the first year in the second semester and provides consideration of such issues as technology, methodology, methodology of educational activities, the foundations of the educational process, identifies the facets of pedagogical culture: project culture, pedagogical culture, culture of innovation, information culture, labor culture. Particular attention in this course is paid to the formation of a humanistic and anthropocentric picture of the world. Prior to this, the study of these issues was sporadic and only some of them were considered in courses of special disciplines. The result of future specialists' training at this level should be their awareness that only culturally and nature-conforming professional activities contribute to the preservation of universal, national, personal values, increases and modifies them depending on students' and teachers' creative principles.

The second level is the organizational-and-practical one. At this level, theoretical knowledge is consolidated and tested at practical classes.

The third level is the reflective one. This is the implementation of forms of diagnostics and self-

diagnostics of the level of formation of students' project culture, their project literacy, mastering a generalized algorithm for projecting and constructing professional activities.

The fourth level is the correctional one. It is characterized by the processes of overcoming difficulties that have arisen due to the knowledge and practical skills that students have.

The fifth level is the methodological one. It trains a future specialist to freely operate project technology at any level of professional activities, in the form of a competent ability to teach people in terms of projecting in humanities subjects, developing and shaping their project culture.

Basing on the components of a future specialist's project activities (axiological, activity-based, systemic, cognitive), a criterion basis is identified for determining the level of development of a future specialist's project culture. The first criterion – cognitive – shows the existence and depth of knowledge in the field of project culture; the second criterion – emotional-and-value – determines the degree of interiorization of the values of project activities; the third criterion – praxeological – indicates the level of development of skills and abilities of project activities.

Project culture as a phenomenon is of interest not only to researchers in the field of Pedagogy, but is becoming one of the important components of the modern educational process at a university. Structurally, the project culture is distinguished by a systemic-and-functional basis, the form of interaction between the internal components of project activities is the technological one; signs of project activities are characterized by a systemic-and-synergistic form of implementation.

The above mentioned facts characterize project culture as an integral quality of a future specialist's personality, in which motivational-and-target, intellectual-and-content, organizational-and-activity and reflective-and-evaluative components are presented as an integrity.

Project culture is characterized not only by the processes of creating sociocultural values, but also by its influence on an individual's state as a whole, his/her axiological side. A future specialist who masters the project culture is a subject of the educational process, capable of independently implementing project activities, projecting and implementing individual innovative programs of work and individual life activities. The basis of such abilities is the value-and-semantic aspects of a future specialist's personality self-determination; mastery of the basic aspects of human culture; a personality's general harmonization; high level of education and individual abilities for innovative activities in any educational situations. The technological approach to project culture presents it as a significant experience of the general material culture of humanity, combining basic knowledge, abilities, skills and experience of creative activities, planning, creation, execution and implementation of ideas of an innovative nature in the educational process.

The main criteria and indicators of the formation of a future specialist's project culture are the value attitude towards educational activities, readiness to carry out project activities, a future specialist's

personality creative activities, the degree of development of professional thinking as a criterion of project culture, and the desire for professional improvement.

Conclusions. The effectiveness of the process of forming a future specialist's project culture depends on the ability to create an innovative personal development environment, that is, conditions for constant search, updating techniques and methods of professional activities. A future specialist, even at the stage of obtaining higher education, must become a generator of innovative ideas, be able to carry out various forms of innovative activities, which will subsequently become a mandatory component of the individual educational system.

Prospects for further researches embrace the need to obtain empirical data on formation of the project culture in the process of future specialists' professional training.

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