

CHARACTERISTICS OF THE PROJECT AS AN EDUCATIONAL STRATEGY¹

Marie Kubínová

Charles University, Prague, Czech Republic

From our long-term research in the field of exercitation of students' projects in teaching of mathematics, it is clear that well chosen and well scheduled projects can become one of the means to evoke optimal environment for qualitative changes in the development of student's personality and to create such an educational setting which presupposes positive aims. Students who work on a project avouch for solving the problems connected with the assigned topic, they take part in planning the individual steps in the progress of the project, they suggest their ways to solve the core problem of the project. This is how they naturally become included in the teaching and learning process.

A well prepared and appropriate project provides enough space to develop the learning strategies of the individual students and simultaneously sufficient space (mainly from the time perspective) for solving the projects and obtaining their results. This leads students to a more active approach to their learning. In such context, we consider students' projects to be a specific educational strategy and we see it as a component of the educational process which includes dynamism. Thus the subject of our investigation is not only the final result but mainly the student's way towards it.

In detail, we defined the characteristics of the project as an educational strategy based on the active approach of students towards their own learning. These are: realization of students' needs and interests; the development of their competencies and capacities; self-regulation in learning; motivation; role changes in the class; implicitness of the teacher; orientation on presenting the results; team cooperation; updating the school stimuli in relation to space, time and content; interdisciplinarity; social relevance; a change in the conception of school. Some phenomena connected with these will be demonstrated by concrete evidence in the presentation.

References:

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