MODEL OF EDUCATIONAL SPACE OF THE UNIVERSITY BY MEANS OF PROJECT ACTIVITY

Nadezhda I. Reimer, Candidate of Pedagogic Sciences, Head of Engineering and Economic Department, Branch of T.F. Gorbachev Kuzbass State Technical University in Mezhdurechensk, Russia, Kemerovo Region, Mezhdurechensk.
E-mail: reimer.nadezhdaivanovna@yandex.ru
Nikolay V. Krutin, Postgraduate, Kuzbass Regional Institute for Advanced Studies and Retraining of Educators, Russia, Kemerovo.
E-mail: Colin-87@mail.ru

Abstract: The article identifies the problems of the global, planetary morality of the young generation, where the robotics, computerization of the educational process are lost, the main thing is live communication, the interaction of the teacher, the student and the environment between them. The person himself with his spiritual, moral qualities, with his desire and ability to live, study, work in the harmonious world of unity between people on earth is lost.
KEY WORDS: EDUCATIONAL SPACE; RESEARCH SPACE; INFORMATION AND INTELLECTUAL SPACE; SCHOOL OF STUDENT ACTIVISTS; RESEARCH LABORATORIES.

Educational space is a sphere of interaction between the teacher, student and the environment between them. This is a place (condition) where (or under which) human development or a qualitative change with it can occur.

The purpose of the educational space:

- the formation of an active, creative, responsible, professionally competent, successful member of society who is able to improve the surrounding reality by the means of project activity, self-actualize;
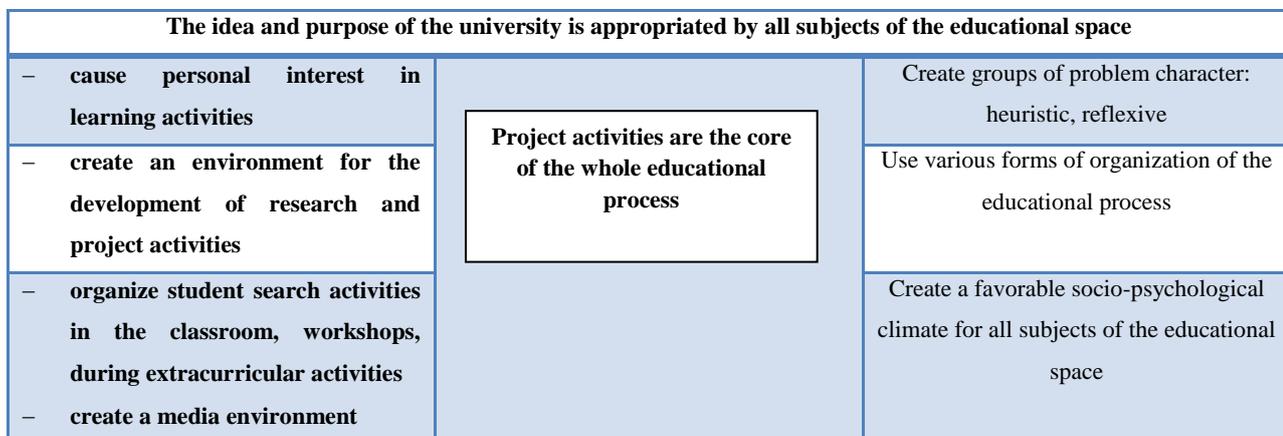
- creation of optimal conditions (environment) of the psychological climate for the development of the abilities of each student, for the formation of the individual's need for creative expression.

In modern pedagogy, the role of spiritual and moral education as the foundation of education in the development of unity between people on earth, in the pursuit of the world community is increasingly recognized. In the context of the problem of global, planetary morality, the role of science in the development of models of the educational space of higher education is increasing, where optimal conditions will be created for the development of the abilities of each student, for the formation of personality in creative, intellectual self-expression.

The main goal of the model of educational space developed by us is the formation of an active, creative, responsible, professionally competent, successful member of society who is able to improve the surrounding reality and realize himself with the help of project activities.

The educational space includes many specific spaces for cognitive, creative and productive self-expression (see diagram 1). The educational space becomes successful if conditions are created for the successful organization of the educational space of the university (see diagram 2).

The idea and purpose of the university is appropriated by all subjects of the educational space		
– **cause personal interest in learning activities**		Create groups of problem character: heuristic, reflexive
– **create an environment for the development of research and project activities**	**Project activities are the core of the whole educational process**	Use various forms of organization of the educational process
– **organize student search activities in the classroom, workshops, during extracurricular activities** – **create a media environment**		Create a favorable socio-psychological climate for all subjects of the educational space

Diagram 2. Conditions for the successful organization of the university's educational space

The structure of the model of the educational space of the university, which promotes intellectual, creative, personal self-realization, the development of the spiritual and moral world of students by means of project activities, which is the core of the whole educational process, includes places for learning, research and project activities and places for success of teaching staff and students.
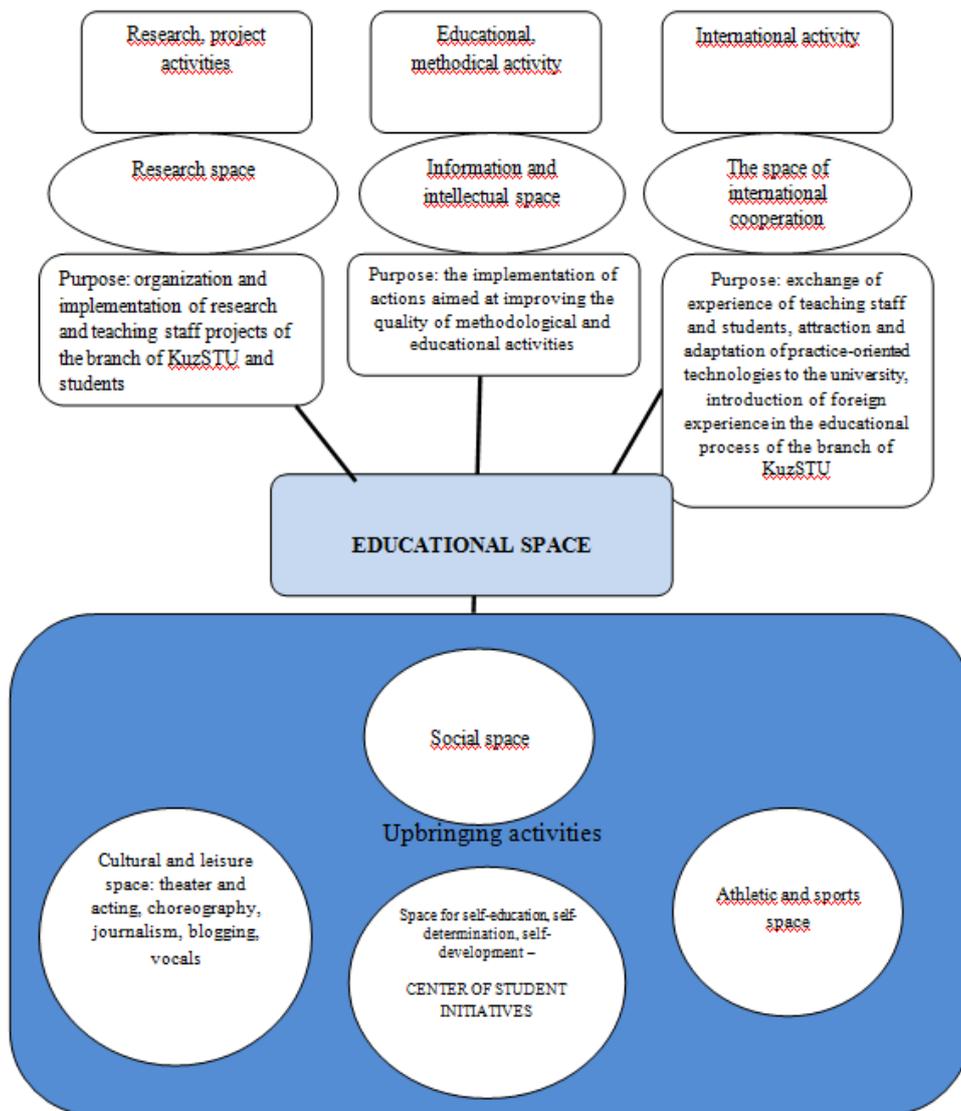
Diagram 1. Educational space

Places of learning and research activities		Project activities	Place of demonstration for teaching staff and students
Lectures, seminars, workshops		Project activities	**Scientific conferences of all levels**
Research laboratories			**Olympiads, contests of all levels**
Temporary creative-problem groups	Permanent creative associations - scientific student society	**Educational space**	Creative projects of students (textbooks, manuals, performances, actions, conferences, photo collages, films of own production about the history and sights of the native town and region)
Purpose: – problem solving in educational activities	**Purpose:** - introduction to the scientific work, the development of research activities	**Purpose:** - training and involvement in project activities; - preparation for scientific conferences	Defense of diploma theses and dissertations
Autumn and spring school of student activists Volunteer community "Krylatiy"		Media support of all stages of project activities (the emergence of ideas, preparation, implementation and presentation of results)	- author evenings - personal student exhibitions - scenarios of student activities - the museum of history of university branch

Diagram 3. The structure of the model of the educational space of the university, promoting intellectual, creative, personal self-realization, the formation of the spiritual and moral world of students by means of project activities

The experience of organizing and conducting the Student Asset School, which aims to reveal the communicative, organizational, creative, scientific, educational and research abilities of students, has become successful.

The Student Asset School is held in picturesque places of our region, where nature itself contributes to the birth of various projects, the disclosure of creative and intellectual abilities of students, the development of their social activity, personal growth. The projects aimed at the development of the tourism industry in the Mezhdurechensk town district include tourism, ethno-tourism, and extreme tourism.

Media support is very important at all stages of the implementation of project activities. Attracting media resources allows you to solve a whole range of important tasks: to learn to perceive and process information transmitted through media channels; develop critical thinking; develop the ability to find, prepare, transmit and receive the required information, including using various technical tools (computer, modem, fax, multimedia, etc.).

During the preparation and implementation of project activities, students use both finished media products (print, audio, video and electronic information), and directly create them in order to promote the project and visual presentation of the finished result.

We consider it possible to point out the main functions of media resources in the implementation of project activities:
• informational (increase in the volume and / or change in the number of students' knowledge);
• educational (the formation or change of the system of moral ideas; social orientation);
• motivational and regulatory (creating a certain emotional and psychological tone);
• communicative (strengthening, maintaining, weakening ties between subjects);
• image (formation and promotion of the university brand);
• reflexive (evaluation of results and process of activity).

In modern studies of media culture and media education, it is noted that one of the promising areas for improving the educational process of the university is the use of mass media, which occupy an important place in the life of the young generation. Printed and audiovisual media materials are increasingly used in the education system of modern schools and universities.

Within the framework of the educational space of the university, students are actively developing media projects aimed at solving educational problems.

Creating a media project is one of the most promising forms of educational work in higher education, reflecting the current state of educational practice.

In this case, there is not just a full-fledged dialogue between the teacher and the student, but a new type of work with information is realized when the teacher, the student and the media enter into three-way communication. This is of particular importance for education (a permanent factor is introduced to take into account the opinions of others, explicitly or implicitly, in the media reports) for the formation of personal value orientations. The formation of the foundations of critical thinking in this case repels itself from the independence of judgment and argumentation and characterizes the movement towards understanding and interpreting information, mastering figurative thinking. Ideally, the result is the realization of the creative potential of the individual in any form: from oral presentations to independent work on databases, websites, videos and other options for group or individual creative projects.

Teachers need to focus the attention of students on the semantic aspect of their activities, in order for them to learn how to consciously plan their activities. To achieve mental results, students are invited to determine:

• the purpose of the activity (what tasks can be performed using digital educational resources and why);
• the purpose of the activity (what mechanisms of activity were used, what sequence of search activities is needed to solve the tasks, what was done with these resources and how, what difficulties arose in the process of finding the necessary information or solving the problem);
• analysis of activities (how the structural system of the program correlates with other programs, for example, with the program used in previous lessons; what methods of intellectual work were used);
• activity prospects (creation of a media project, compilation of a catalog of electronic resources on a topic, etc.).

The research activities of students using media education resources can be represented by several main stages:

1. The preparatory stage, which includes the development of a work plan, the determination of the relevance of the project's theme, the formulation of the problem, goals, objectives and methods to be used in the development of the project; the study of scientific literature on the selected tasks and the subsequent preparation of a brief summary of the results of research that will be placed in the general provisions and conceptual framework of the project.

2. The stage of experimental activity includes the formulation of a working hypothesis, the development of ways to solve the main tasks of a project based on a detailed study of information sources on the subject of the project; including experimental ones.

3. The analytical stage includes the formulation of the results of the project, the presentation of the project and its evaluation during the discussion in the student group, in social networks, if the project goes beyond the educational organization to the level of the city, region, etc.

Contests of social projects with the use of media material are held within the framework of the organization of educational, research, socio-cultural activities of students.

Thus, the implementation of the presented model of the educational space of the university contributes to the process of formation of personality, covering all the structural components of spirituality (intellectual, moral, aesthetic), the development of the need for self-change, self-development, self-realization.

References:
1. A.V. Khodyreva "Project activities in the spiritual and moral education of students": monograph - Kemerovo: Kuzbassvuzuzdat, 2011. - 207 p. ISBN 978-5-202-01028-6
2. A.S. Zheleva "Research and project activities as a method of socialization of the individual": an article in the journal "Sociology and Psychology".
3. E.A. Smagina "Formation of professional competences in project activities of future bachelors of pedagogical education as an actual pedagogical problem." Materials of the international scientific-practical conference (Cheboksary. September 20, 2015). CNS Interactive +, 2015 - p.28- 32-ISSN 2411-9679 /
4. K.A. Melnikova "Software in the educational activities of students": an article in the journal "Modern technology and technology" № 8 (60) August 2016.
5. D.V. Shiryaev "Application of expert assessments of the comparative effectiveness of projects in the project activities of students of higher education organizations" article in the journal "Economics and Management of Innovative Technologies" February, 2017.
6. A.S. Mozharovskaya "Pedagogical conditions for the formation of project activities": materials of the international scientific-practical conference "Education and Training: Theory, Methods and Practice" (Cheboksary. December 12, 2018) of the CNS Interactive +, 2018