



I.K. AKHUNBAEV KYRGYZ STATE MEDICAL ACADEMY

**REGULATION**

**on extracurricular independent work of the student  
(independent work of the student)**

Approved by the Order of the Rector  
No 178 dated April 26, 2021

**REGULATIONS ON EXTRACURRICULAR INDEPENDENT WORK  
OF THE STUDENT (INDEPENDENT WORK OF THE STUDENT)**

**1. GENERAL PROVISIONS**

- 1.1.** This Regulation is based on the European Credit Transfer System (ECTS) Guidelines developed by the Directorate-General – General for Education and Culture) of the European Commission, the State Educational Standards of the Kyrgyz Republic and adapted to the conditions of the higher education system of the Kyrgyz Republic.
- 1.2.** Student's Independent Work (hereinafter referred to as IWS) is the planned educational, research, research work of students, performed outside the classroom without the direct participation of the teacher, but with his methodological guidance/consulting.
- 1.3. *Goals and objectives of the IWS***
- 1.4. *To*** independent work of students is the formation of a creative personality of a specialist capable of self-development, self-education, innovative activity, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness.

***Tasks:***

- transition from flow to individualized learning, taking into account the needs and capabilities of the individual;
- increasing motivation for classroom and extracurricular activity of the student in mastering the material, development of research skills;
- to teach the student to work meaningfully and independently first with educational material, then with scientific information, to lay the foundations of self-organization and self-education in order to instill the ability to continuously improve their qualifications in the future;
- consolidation, expansion and deepening of knowledge, skills and abilities acquired by students in classroom classes under the guidance of teachers;
- study by students of additional materials on the disciplines studied and the ability to choose the necessary material from various sources;

- education of students' independence, organization, self-discipline, creative activity, the need for the development of cognitive abilities and perseverance in achieving the set goals.
- 1.5. Independent work is a mandatory type of educational activity for all students.
    - и research activity of the student and is taken into account in the point-rating system for evaluating students.
  - 1.6. The volume of IWS is determined by the state educational standards of higher professional education and the main educational programs of KSMA in the areas of training, as well as the current curricula for disciplines, but not less than 30% of the total labor intensity of the discipline.
  - 1.7. The IWS is reflected in the curriculum and is included in the weekly workload of the teacher and student.
  - 1.8. The topic and content of the IWS should not duplicate the topics and content of lectures and practical classes defined as mandatory in the curriculum, as well as the course of the student's choice. The exception is the works aimed at the study of a particular issue/problem within the framework of the topic under study, and revealing it wider and deeper than provided for by the curriculum.
  - 1.9. The main content of students' independent work, its forms and methods, the sequence and timing of work are determined by a joint discussion between the student and the teacher.
  - 1.10. The ACS should be provided with the capacity/resources to implement it:
    - **informational:** access to library resources, including electronic library, electronic search systems of the KSMA, Ministry of Health and Social Development of the Kyrgyz Republic; medical statistical data, etc.;
    - software for data calculation, process modeling, etc.;
    - **technical:** access to computers, demonstration equipment (projector, interactive whiteboards), laboratory equipment, etc.;
    - **methodical** – methodical guides on IWS for students;
    - and others, e.g. laboratory animals, experimental/operating rooms for experiments, breakout rooms, etc.

## 2. TYPES AND FORMS OF INDEPENDENT WORK OF STUDENTS

- 2.1. Depending on the degree of difficulty, the following types of IWS are distinguished:
  - **Reproductive independent work** - reading, watching educational videos, taking notes of educational literature, memorization, retelling, working with Internet resources and repeating educational material, etc.
  - **Cognitive and search independent work** - preparation of messages, reports, speeches at seminars and practical classes, information retrieval and selection of literature on disciplinary problems, writing essays, tests, preparation for business games, etc.
  - **Creative independent work** involves conducting research and participating in research work, writing scientific articles, theses, participation in a student scientific conference, Olympiad, development and behavior of research projects, etc.

2.2. Depending on the number of participants, *individual* and *group* work are distinguished during the implementation of IWS.

2.2.1. Advantage *Individual* is that:

- The work plan of the IWS is built and monitored with maximum clarity.
- The student fully develops a sense of responsibility, since the implementation of the project depends only on him/herself.
- The student acquires experience of activity at all stages of work without exception - from the birth of the idea to the final reflection.
- The most important skills and abilities (research, presentation, evaluation) are formed.
- An example of individual work is the preparation of an essay/essay on one topic, but with an individual creative solution to the problem.

2.2.2. Advantage *group* is that:

- Group members develop cooperation skills.
- The project is carried out deeply and diversely.
- Each stage of work, as a rule, has its own leader, and vice versa, each student, depending on his strengths, is most actively involved in a certain stage of work.
- An example is the development of a research project in pairs or groups. As a rule, such projects have a social orientation and/or are aimed at solving urgent problems public health.

2.3. *Forms of IWS are diverse and include:*

- solving problems and exercises according to the model;
- solving variable problems and exercises;
- analysis of the results of research performed in laboratory work; –
- conducting and presenting a mini-study in the form of a report on the topic;
- reading the text (original source, additional literature), drawing up a plan and taking notes of the text;
- work with dictionaries and reference books;
- work on educational material - audio and video recordings;
- study and systematization of regulatory and legal acts in the field of health care, reference materials using information retrieval systems of the Internet computer network;
- study of educational, scientific and methodological literature, materials of periodicals with the use of electronic means of official, statistical, periodical and scientific information;
- preparation of reports/presentations, essays, writing term papers, case histories;
- preparation for business and role-playing games;
- conducting experimental work;
- participation in student conferences, complex scientific research/projects.
- etc.

2.4. The choice of the type and form of IWS is determined by the content and specifics of the academic discipline, the level of preparedness of students. They can be closely related

with theoretical courses and have an educational or research nature. A necessary condition for successful independent work is a combination of the above types and levels of work.

### 3. ORGANIZATION OF THE IWS

3.1. The methodology of organizing students' independent work depends on the structure, nature and characteristics of the discipline being studied, the amount of hours for its study, the type of tasks for students' independent work, the individual qualities of students and the conditions of educational activity.

3.2. The IWS can be organized depending on the level of preparedness of the student, the specifics of the subject and the number of hours allocated for the IWS in the discipline as follows:

- as one study/work for the entire allotted number of hours on the IWS in the discipline;
- several jobs with the appropriate distribution of hours for each type/form work within all hours allotted for the discipline.

3.3. Organization of IWS is provided by Educational and methodical department, dean's office, academic department, teacher, library, technical assistance department, etc.

- **UMO:** ensures the organization of the development of appropriate methodological guidelines and organizes periodic training of teaching staff on IWS; ensures the timely distribution of approved curricula for the current academic year to dean's offices and departments with the determination of hours for IWS in disciplines; monitors and evaluates the work of teachers on IWS;
- **Dean's office:** informs students about the need and obligation to implement the IWS; monitors the timeliness of the IWS implementation;
- **Departments:** develop methodological guidelines for students on the forms and types of IWS in their discipline, taking into account the curricula, the specifics of the subject and the conditions/resources for the implementation of IWS.
- **Teacher:** provides students with materials for independent work; points them to places to search for information for independent selection; stimulates and motivates students to an independent approach to learning; provides students with resources for self-assessment of their knowledge (see clause 3.4.).

3.4. The process of organizing the IWS includes the following stages:

- **Preparatory:** definition of goals, drawing up a plan/program, development of forms and content of work, preparation of methodological support and, if necessary, equipment, etc.;
- **Main:** direct independent work, the use of methods of information search, assimilation, processing, application, transfer of knowledge, recording of results, self-organization of the work process;
- **Final:** assessment of the significance and analysis of the results, their systematization, evaluation of the effectiveness of work.

3.5. The teacher **must:**

- At the first lesson, familiarize with the training program for the discipline, explain the system of knowledge assessment, explain about the IWS, give a task to make a proposal from the student to the IWS, indicating the deadlines for making a proposal. Students should begin this process at the beginning of the semester in order to be able to submit the results of the CPC in time.

- Clearly define and inform the student about the deadlines for the completion of the IWS for the student to independently plan his work.
- Together with the student, the teacher should discuss the goals and content of the research/work. A proposal for IWS should include the title of the study, topics, reading (i.e., what sources the student plans to read), papers to be done, and the curriculum. The instructor should help the student clarify the sentence and ensure that it includes all the necessary components.
- The teacher should meet with the student regularly during the semester to discuss what they have read and give feedback on writing assignments or other projects. Students and faculty are expected to have a minimum number of meetings.
- The topic of IWS can be formulated as a problem to be investigated or an argument to be defended. The description can indicate where the student starts and what he would like to achieve in terms of answering a question, studying a phenomenon, understanding a theory, forming a skill, or another goal. He should formulate the topic and strategy of the research as clearly as possible within 250 words.
- Ultimately, it is up to the student and the teacher to determine the specific format of the work to be evaluated by the teacher. Work for research should be submitted in accordance with the timeline agreed at the outset. Late performance of work may be punished by a fine in the form of a reduction in points for IWS.

#### 4. ASSESSMENT OF IWS

4.1. At the end of the semester, the teacher must enter intermediate (if the discipline is studied for more than 1 semester) and final grades for the IWS in the AVN electronic database.

4.2. Assessment is carried out according to the point system of assessment in accordance with the Regulations on the point-rating system of knowledge assessment. The maximum number of points on the CPS is -100 points.

4.3. ***Criteria for evaluating students' independent work:***

- the level of assimilation of educational material by the student;
- the ability to use theoretical knowledge when performing practical and situational tasks;
- the level of formation of skills/competencies;
- validity and clarity of the presentation of the material;
- Material design and compliance
- the level of independence when performing independent work.

***Indicators of creative activity:***

- seeing a new problem in a familiar situation;
- independent combination of known methods of activity in a new situation;
- vision of possible ways to solve this problem;
- building a fundamentally new way of solving the problem.

<b>№</b>	<b>Basic general educational skills and abilities</b>	<b>Must be proficient student</b>	<b>Owens at the moment</b>
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1.	Take notes, make a plan, thesis		
2.	Cite material		
3.	Prepare an essay, report, report		
4..	Make an essay, report, message		
5.	To read quickly for various purposes (for assimilation of important details, for critical evaluation, for long-term memorization).		
6.	Conduct research activities.		
7.	Logically comprehend the material, highlighting the main thing in it.		
8.	To systematize and classify phenomena.		
9.	Correlate, compare facts, phenomena, concepts, point of view.		
10.	Build conclusions, generalizations based on analysis of the collected factual material.		
11.	To watch.		
12.	Draw informed conclusions.		
13.	Critically evaluate information, evaluate it.		
14.	Use the knowledge gained in action.		
15.	Exercise self-control in the course of activities and to correct it.		
16.	To show creative initiative in various Activities.		

## 5. METHODOLOGICAL RECOMMENDATIONS FOR THE IMPLEMENTATION OF CERTAIN TYPES OF EXTRACURRICULAR INDEPENDENT WORK

### 5.1. Methodological recommendations for working with literature

An important component of independent extracurricular training is work with literature for all classes: seminars, practical, in preparation for tests, exams, testing, participation in scientific conferences. The ability to work with literature means learning how to use sources meaningfully. There are several methods of working with literature.

**The method of repetition** (the most famous) - the read text can be memorized. Simple repetition affects the memory mechanically and superficially.

**Coding method** (the most effective) - the read text should be subjected to more than simple memorization. In order to thoroughly process the information

и to encode it for storage, it is important to carry out a number of mental operations: - comment on new data; • to assess their significance; to pose questions;

- compare the information received with previously known information.

To improve information processing, it is very important to establish meaningful connections and structure new information. The study of scientific, educational and other literature requires keeping working notes. The form of notes can be very diverse: a simple or detailed plan, theses, quotes, synopsis.

**The plan** (work framework) is the primary basis that determines the sequence of presentation of the material. The plan is the shortest and therefore the most accessible and widespread form of recording the content of the original source of information. In fact, it is a list of the main issues considered in the source.

expanded, the difference between which lies in the degree of detail of the content and, accordingly, in the volume.

**Extracts** are small fragments of the text (incomplete and complete sentences, separate paragraphs, as well as verbatim and close to verbatim notes about the facts set forth in it), containing the quintessence of the content of what has been read. Extracts are a more complex form of recording the content of the original source of information. In fact, extracts are nothing more than quotations borrowed from the text. Extracts allow you to reproduce in a concentrated form and with maximum accuracy in an arbitrary form (often sequential) order the most important thoughts of the author, statistical and datalogical information. In some cases, when it is justified, from the point of view of continuing work on the text, it is quite permissible to replace quotation with a statement close to verbatim.

**Theses** are a concise presentation of the content of the studied material in an affirmative (less often refuting) form. The difference between theses and ordinary extracts is as follows. Firstly, theses are characterized by a much higher degree of concentration of material. Secondly, in theses there is a predominance of conclusions over general reasoning. Thirdly, most often theses are written close to the original text, i.e. without the use of direct citation.

**Abstract** is a brief summary of the main content of the original source of information, giving a generalized idea of it. Abstracts are used in cases when the true value and suitability of the original source of information is completely unclear, but at the same time it is necessary to leave a brief note about it with a generalizing characteristic.

**A summary** is a brief assessment of the studied content of the original source of information, obtained primarily on the basis of the conclusions contained in it. A summary is very similar in essence to an annotation. However, unlike the latter, the text of a summary concentrates data not from the main content of the initial source of information, but from its final part, primarily conclusions. But, as in the case of the annotation, the summary is presented in its own words - excerpts from the original text are practically not found in it.

**A synopsis** is a complex record of the content of the source text, including borrowings (quotations) of the most notable passages in combination with the plan of the source, as well as a concise analysis of the recorded material and conclusions based on it.

#### ***Methodical recommendations for compiling a synopsis***

1. Read the text carefully. Clarify incomprehensible words in the reference literature. When writing down, do not forget to put the reference data in the margins of the note; 2. Highlight the main thing, make a plan;
3. Briefly formulate the main points of the text, note the author's argumentation;
4. Take notes of the material, strictly following the points of the plan. When taking notes, try to express the idea in your own words. Records should be kept clearly.
5. Write down quotes correctly. When quoting, take into account the conciseness and significance of the thought. In the text of the synopsis, it is desirable to give not only thesis statements, but also their evidence. When drawing up a note, it is necessary to strive for the capacity of each sentence. The thoughts of the author of the book should be stated briefly, taking care of the style and expressiveness of the writing. The number of additional elements of the outline should be

logically      Reasonable      Record      Should      Distributed      in      Certain

sequence that corresponds to the logical structure of the work. For clarification and addition, it is necessary to leave fields.

## **5.2. Methodological recommendations for the preparation of the report**

*A report* is a public communication that is a detailed presentation of a certain topic. Stages of preparing a report:

1. Definition of the purpose of the report.
2. Selection of the necessary material that determines the content of the report.
3. Drawing up a report plan.
4. General acquaintance with literature and highlighting the main among the sources.
5. Clarification of the plan, selection of material for each point of the plan.
6. Distribution of the collected material in the necessary logical sequence.
7. Compositional design of the report.
8. Memorization, memorization of the text of the report, preparation of the theses of the speech.
9. Presentation with a report.
10. Discussion of the report.
11. Evaluation of the report

The compositional design of the report is its real speech external structure, it reflects the ratio of the parts of the speech according to their purpose, stylistic features, volume, combination of rational and emotional moments, as a rule, the elements of the composition of the report are: introduction, definition of the subject of the speech, presentation (refutation), conclusion.

The speech consists of the following parts:

- **The main part**, in which the speaker must reveal the essence of the topic, is usually built on the principle of a report. The task of the main part: to provide enough data for the audience to be interested in the topic and want to get acquainted with the topic, and with materials.

- **The introduction** helps to ensure the success of the presentation on any topic. The introduction should contain: the title of the report; the presentation of the main idea; a modern assessment of the subject of the presentation; a brief list of the issues under consideration; an emphasis on the originality of the approach.

### ***Guidelines for preparing a report***

The time limit for oral public speaking is no more than 10 minutes. The art of oral presentation consists not only in excellent knowledge of the subject of speech, but also in the ability to present one's thoughts and beliefs correctly and in an orderly, eloquent and exciting way. Any oral presentation must meet three main criteria, which ultimately lead to success: this is the criterion of correctness, i.e. compliance with linguistic norms, the criterion of semantic adequacy, i.e. the correspondence of the content of the speech to reality, and the criterion of efficiency, i.e. the correspondence of the achieved results to the set goal.

The work on the preparation of an oral presentation can be divided into two main stages: the pre-communicative stage (preparation of the speech) and the communicative stage (interaction with the audience).

Work on the preparation of an oral presentation begins with the formulation of the topic. It is best to formulate the topic in such a way that its first word denotes the name



scientific result obtained in the course of the project (for example, "Model of development...", "Method of wound treatment in ...", "Methods of analysis..." etc.). The topic of the speech should not be overloaded, it is impossible to "embrace the immensity", covering a large number of issues will lead to a cursory enumeration of them, to declarativeness instead of in-depth analysis. The speech itself should consist of three parts - the introduction (10-15% of the total time), the main part (60-70%) and the conclusion (20-25%).

The introduction includes the introduction of the authors (surname, name, patronymic, if necessary, place of study, status), the title of the report, the deciphering of the subtitle in order to accurately determine the content of the speech, a clear definition of the core idea.

The core idea of the project is understood as the main thesis, the key provision. The core idea makes it possible to set a certain tone for the speech. To formulate the main thesis means to answer the question of why to talk (the goal) and what to talk about (the means to achieve the goal).

***Requirements for the main thesis of the speech:***

- the phrase should assert the main idea and correspond to the purpose of the speech;
- the judgment should be brief, clear, easily retained in short-term memory;
- A thought should be understood unambiguously, not contain a contradiction. In speech, it can  
There should be several core ideas, but no more than three.

The most common mistake at the beginning of a speech is either to apologize or declare your inexperience. The result of the introduction should be the interest of the audience, attention and disposition to the presenter and the future topic. To argue in favor of the core idea of the project, you can involve photo and video materials, audio recordings, and factual material. For ease of comprehension, it is better to demonstrate numerical data through tables and graphs, rather than overusing them. It is best when oral presentation, the amount of digital material is limited, it is better to refer to it, and not to cite it in full, since the abundance of numbers is more likely to tire the audience than to arouse interest.

The development plan for the main part should be clear. The optimal number of facts and necessary examples should be selected. Before you use specialized terms in your presentation, you need to make sure that the audience understands what you are talking about. If you use special terms and words that part of the audience may not understand, then try to give a brief description of each of them when you use them in the presentation process for the first time. The most frequent mistakes in the main part of the report are going beyond the issues under consideration, overlapping the points of the plan, complicating certain points of the speech, as well as overloading the text with theoretical reasoning, the abundance of issues raised (declarativeness, lack of evidence), the lack of connection between the parts of the speech, the disproportion of the parts of the speech (a protracted introduction, crumpled main points, conclusions).

In conclusion, it is necessary to formulate conclusions that follow from the main idea (ideas) of the speech. A properly constructed conclusion contributes to a good impression of the speech as a whole. In conclusion, it makes sense to repeat the core idea and, in addition, to return again (in a brief form) to those moments of the main part that aroused the interest of the audience. The introduction and conclusion require mandatory preparation, they are the most difficult to create on the go.

Psychologists have proved that it is best remembered what is said at the beginning and at the end of the message ("the law of the edge"), so the introduction should attract the attention of the listeners, interest them, prepare them for the perception of the topic, introduce it (it is not the introduction itself that is important, but its correlation with the rest of the parts), and the conclusion should summarize in a concise form everything said, strengthen and condense the main idea. It should be such that "the listeners feel that there is nothing more to say" (A.F. Koni). In key statements, phrases that program interest should be used. After preparing the text of the speech, it is useful to control yourself with the following questions: - Does my speech arouse interest? - Do I know enough about this issue, and do I have enough data? - Will I be able to finish the speech in the allotted time? - Does my presentation correspond to my level of knowledge and experience? When preparing for the speech, it is necessary to choose the method of speech: oral presentation based on the outline (pre-prepared slides can also serve as support) or reading the prepared text. During the speech, it is important to constantly monitor the reaction of the audience. Attentiveness and observation combined with experience allow the speaker to catch the mood of the audience. Consideration of some issues may have to be reduced or abandoned altogether. After the speech, you need to be ready to answer questions from the audience.

### **5.3. Methodical recommendations for the implementation of the abstract**

Extracurricular independent work in the form of an essay is an individual independently completed work of a student. The abstract, as a rule, should contain the following structural elements:

1. title page;
2. content;
3. introduction;
4. body;
5. conclusion;
6. list of sources used;
7. annexes (if necessary).

The names of the structural parts of the abstract, chapters and paragraphs of its main part are given with the indication of the page number from which the corresponding part, chapter, paragraph begins.

The introduction gives a general description of the abstract: the relevance of the chosen topic is substantiated; the goal of the work and the tasks to be solved to achieve it are determined; the object and subject of the study, the information base of the study are described; The structure of the abstract by chapters is briefly characterized.

The main part should contain the material necessary to achieve the goal and tasks to be solved in the process of performing the essay. The content of the main part should exactly correspond to the topic of the abstract and fully disclose the description of the solution of the problems set in the introduction. The main part of the abstract can be theoretical, methodological and analytical. A logical connection, consistent development of the main topic throughout the work, independent presentation of the material, reasoned conclusions are mandatory for the essay. It is also mandatory to have references to the sources used in the main part of the abstract. The presentation must be conducted in the third person ("The author believes...") or

to use impersonal constructions and vaguely personal sentences ("At the second stage, the following approaches are investigated...", "The study made it possible to prove..." etc.).

B conclusion, the conclusions that the student came to as a result of the essay are logically consistent. The conclusion should briefly characterize the solution of all the tasks set in the introduction and the achievement of the goal of the essay.

The list of sources used is an integral part of the work and reflects the degree of study of the problem under consideration. The number of sources in the list is determined by the student independently, for the essay their recommended number is from 10 to 20. At the same time, the list must necessarily include sources published in the last 3 years, as well as current regulatory legal acts regulating the relations considered in the abstract.

B Annexes should include auxiliary material that, when included in the main part of the work, clutters the text (tables of auxiliary data, instructions, methods, forms of documents, etc.).

Abstract formatting, the following requirements must be observed: - on one side of a sheet of white A-4 paper

- font size – 14; Times New Roman, color – black; - line spacing – 1.5

• margins on the page – the size of the left margin is 30 mm, the right margin is 15 mm, the top margin is 20 mm, and the bottom margin is 20 mm

– 15mm

- paragraph indent ("red line") – 12.5 mm
- must be formatted to the width of the sheet; page numbering of the text – at the bottom of the page;
- the distance between the title and the text is 2 intervals; the distance between the headings of the chapter and the section is 8 mm;
- On the first page, it is necessary to set out the plan (content) of the work.
- At the end of the work, it is necessary to indicate the sources of the literature used
- The list of sources used should be formed in alphabetical order by the surname of the authors.

Literature is usually grouped in the list in the following sequence:

1. Legislative and regulatory and methodological documents and materials;
2. Special scientific domestic and foreign literature (monographs, textbooks, scientific articles, etc.);
3. Statistical, instructive and reporting materials of enterprises, organizations and institutions. The literature included in the list is numbered in solid order from the first to the last title.

- Annexes should be drawn up as a continuation of the abstract on its subsequent pages. Every app should start from a new page. At the top right of the page, the word "Annex" and its number are indicated. Annexes should be numbered in Arabic numerals. All appendices in the text of the work should be referenced. Appendices should be arranged in the order in which they appear in the text.

-The essay is evaluated according to the system: The grade "excellent" is given for an essay that is of a research nature, contains competently presented material, with appropriate substantiated conclusions. The grade "good" is given for a competently executed essay in all respects in the presence of small shortcomings

its content or design. The grade "satisfactory" is given for an essay that meets all the requirements, but is distinguished by a superficial approach, it shows inconsistency in the presentation of the material, and presents unreasonable conclusions. The grade "unsatisfactory" is given for an essay that is not of a research nature, does not contain an

analysis of sources and approaches on the selected topic, the conclusions are declarative in nature.

#### **5.4. Methodological recommendations for writing an**

**essay** Features of an essay:

- the presence of a specific topic or question. The work, devoted to the analysis of a wide range of problems, by definition cannot be performed in the genre of essays
- The essay expresses individual impressions and considerations on a specific occasion or issue and does not pretend to be a definitive or exhaustive treatment of the subject
- As a rule, an essay assumes a new, subjectively colored word about something, such as the work can have a philosophical, historical-bibliographic, journalistic, literary-critical, popular science or purely fictional character;
- In the content of the essay, first of all, the personality of the author, his worldview, thoughts and feelings are evaluated.

*The purpose of the essay* is to develop skills such as independent creative thinking and written presentation of one's own thoughts. Writing an essay is extremely useful, as it allows the author to learn how to clearly and competently formulate thoughts, structure information, use basic concepts, and identify causes.

to illustrate the experience with appropriate examples, to argue their conclusions.

*Structure and outline of the essay:* The structure of the essay is determined by the requirements imposed on it:

1. The thoughts of the author of the essay on the problem are presented in the form of brief theses
2. The thought must be supported by evidence - therefore, the theses are followed by arguments. *It* is better to give two arguments in favor of each thesis: one argument seems unconvincing, three arguments can "overload" the presentation made in a genre focused on brevity and imagery. of the chosen plan, the logic of the development of thought):

- Prelude
- Thesis – arguments
- Thesis - arguments
- Thesis – arguments
- Conclusion.

When writing an essay, it is also important to consider the following points:

1. The introduction and conclusion should focus on the problem (it is raised in the introduction, and the author's opinion is summarized in the conclusion).

2. It is necessary to highlight paragraphs, red lines, establish a logical connection between paragraphs: this is how the integrity of the work is achieved.
3. Style of presentation: the essay is characterized by emotionality, expressiveness, artistry. Experts believe that the proper effect is provided by short, simple, diverse in intonation sentences, the skillful use of the "most modern" punctuation mark - dashes. However, the style reflects the characteristics of the personality, it is also useful to remember this. When writing an essay, it is important to determine (understand) its topic, determine the desired object and goals of each paragraph. Start with the main idea or a bright phrase. The task is to immediately capture the attention of the reader (listener). Comparative allegory is often used here, when an unexpected fact or event is associated with the main topic of the essay.

### ***Essay writing rules***

- Of the formal rules for writing an essay, only the presence of a title can be named. - The internal structure of the essay can be arbitrary. Since it is a small form of written work, then it is not necessary to repeat the conclusions at the end, they can be included in the main text or title.
- Argumentation can precede the formulation of the problem. The formulation of the problem may coincide with the final conclusion.
- Unlike an essay, which is addressed to any reader, so it begins with "I want to talk about...", and ends with "I have come to the following conclusions...", an essay is a remark addressed to a prepared reader (listener). That is, a person who already has a general idea of what will be discussed. This allows the author of the essay to focus on revealing new things and not clutter the presentation with official details.

An essay is a composition of small volume and free composition, expressing individual impressions and considerations on the issue and not claiming to be an exhaustive interpretation of the subject.

### **5.5. Guidelines for preparing a presentation**

It is most convenient to prepare a computer presentation accompanying the speaker's speech in the MS Power Point program. Presentation as a document is a sequence of successive slides - that is, electronic pages that occupy the entire monitor screen (without the presence of program panels). Most often, the presentation is projected on a large screen, less often it is distributed to the audience as printed material.

The number of slides is adequate to the content and duration of the speech (for example, for a 5-minute speech, it is recommended to use no more than 10 slides). On the first slide, the topic of the speech and information about the authors must be presented. The following slides can be prepared using two different strategies for preparing them:

1 Strategy: A basic summary of the speech and key words are placed on the slides in order to use them as a plan for the speech. In this case, the following requirements are imposed on the slides:

- the volume of text on the slide is no more than 7 lines;
  - a bulleted/numbered list contains no more than 7 elements;
  - there are no punctuation marks at the end of lines in bulleted and numbered lists;
- Significant information is highlighted with the help of color, font size, and animation effects.

- It is especially necessary to check the text for errors and typos. The main mistake in choosing this strategy is that the speakers replace their speech with reading text from slides.

Strategy 2: factual material (tables, graphs, photographs) is placed on the slides (and etc.), which is an appropriate and sufficient means of visualization, helps in revealing the core idea of the speech.

In this case, the following requirements are imposed on the slides:

- the selected means of visualizing information (tables, charts, graphs, etc.) correspond to the content;
- Illustrations of good quality (high resolution), with a clear image (as a rule, none of those present are interested in reading the text on your slides and peering into small illustrations).

If the slide shows a complex chart, it should be preceded by introductory words (e.g., "This chart shows this and that, green for A, blue for B") to give the audience time to review it before discussing it.

Each slide, on average, should be on the screen for at least 40-60 seconds (excluding the time for an accidental discussion). In this regard, it is better to set the presentation not to be shown automatically, but to change slides by the speaker himself.

Particular care must be taken in the design of the presentation. For all slides of the presentation, if possible, it is necessary to use the same design template, font size - for headings - at least 24 points, for information - at least 18. In presentations, it is not customary to put hyphenation in words.

For better orientation in the presentation in the course of the speech, it is better to number the slides. It is desirable that the margins remain on the slides, at least 1 cm on each side. Auxiliary information (control buttons) should not prevail over the main information (text, illustrations). You can use built-in animation effects only when you need to do so (for example, the sequential appearance of chart elements).

To focus on some specific information on the slide, you can use a laser pointer.

Charts are prepared using the MS Excel spreadsheet wizard. To enter numeric data, a numeric format with a digit group separator is used. If the data (data signatures) are fractional numbers, then the number of decimal places displayed must be the same for the entire group of data (the entire series of data labels). Tabular information is inserted into the materials as an MS Word word processor or MS Excel spreadsheet table.

To show, the presentation file must be saved in the PowerPoint Demo format (File — Save As — File Type — PowerPoint Demo). In this case, the presentation automatically opens in the full-screen mode (slideshow) and the audience is relieved of both the view of the PowerPoint window and the loss of time at the beginning of the presentation.

After preparing the presentation, it is useful to control yourself with the following questions:

- whether the final goal of the presentation was achieved (what did you manage to identify, explain, offer or demonstrate with its help?);
- What features of the presentation object did you manage to attract the attention of the audience?

- Does the created presentation distract from the oral presentation?

After preparing the presentation, a rehearsal of the speech is necessary.

### ***Presentation evaluation criteria***

1. Content criterion Correct choice of topic, knowledge of the subject and fluency in the text, competent use of scientific terminology, improvisation, speech etiquette
2. Logical criterion Harmonious logical and compositional construction of speech, evidence, argumentation
3. Speech criterion Use of linguistic (metaphors, phraseological units, proverbs, sayings, etc.) and non-linguistic (posture, manners, etc.) means of expression; phonetic organization of speech, correctness of stress, clear diction, logical stresses, etc.
4. Psychological criterion Interaction with the audience (direct and feedback), knowledge and consideration of the laws of speech perception, the use of various methods of attraction and activation of attention.
5. The criteria for compliance with the design and ergonomic requirements for a computer presentation The requirements for the first and last slides are met, the reasonable sequence of slides and information on the slides, the necessary and sufficient amount of photo and video materials are traced, the peculiarities of perception of graphic (illustrative) information are taken into account, the correct combination of background and graphics, the design of the presentation does not contradict its content, the competent correlation of oral presentation and computer accompaniment, the overall impression of the multimedia presentation

### **5.6. Methodological recommendations for working with the mass media**

B independent work, an important role is played by the materials of the periodical press of a journalistic nature. The media is full of examples of current events. They acquaint you with analytics, with the opinions of scientists, politicians and the population on certain problems, with statistical materials. They contain visual information, accompanied by photographs, maps, diagrams, etc.

The method of working with the media (newspapers, magazines, television and radio programs) is as follows: it is necessary to choose a source (on the recommendation of the teacher or independently). At the same time, it should be borne in mind that the mass media are heterogeneous in their content. The following types of media are distinguished:

- a) Television. It introduces news material and offers analysis of political events and discussions in relation to them.
- b) Print media. First of all, they include a variety of newspapers. The list of central and regional newspapers, as well as their e-mail addresses, is recommended by the teacher. Since newspapers have a certain predetermination, it is desirable to get acquainted with several that reflect different positions: official, neutral, oppositional, etc.
- c) Electronic media (sites on the Internet). Their list is offered by the teacher. The selected information should contain not only factual, but also analytical material. To work with it, the student must: a) know brief information about the personalities mentioned in the material, indicating their position, rank, etc.; b) know the deciphering of terms, the names of geographical objects, etc.

GKO must be given its explanation (government short-term bonds); or when mentioning the city of Kondopoga, where in 2006 there was a mass fight on an ethnic basis, it should be said that it is located in Karelia, etc.; c) express their agreement or disagreement with the analytical interpretation of the facts and explain their position. The prepared material should be presented orally for 10-15 minutes. The report begins with a mention of the source of information (article, newspaper) and an indication of the subject of analysis. It is desirable that you use visual materials during the report.

### 5.7. Methodical recommendations for working with Internet resources

Among the Internet resources most often used in independent work, it is necessary to note electronic libraries, educational portals, thematic and official sites, bibliographic databases, sites of periodicals. For an effective search on the Internet, a student **must be able and know**:

- clearly determine their information needs, the necessary retrospective of information, the range of search servers that better index the necessary information;
- correctly formulate search criteria;
- to identify and divide the information posted on the Internet into three main groups: reference (electronic libraries and encyclopedias), scientific (texts of books, materials of newspapers and magazines) and educational (methodological developments, essays), statistical (official websites of ministries, departments, departments, etc.)
- assess the quality of the information provided, separate really important information from information noise;
- to assess the reliability of information on the basis of various features, by the appearance of the site, the nature of the presentation of information, its organization;
- to be able to analyze information, to determine its internal consistency. When working with

Internet resources, pay attention to the source: original author's material, abstract message based on the materials of other publications, student educational work (essay, term paper, diploma, etc.). Original author's materials, as a rule, are published on specialized thematic sites or in libraries, they indicate the author and his data. Such works are performed sequentially in a scientific or popular science style. These can be scientific articles, theses, textbooks, monographs, dissertations, texts of lectures. Based on such works, abstracts or reviews are posted on some sites. Usually they do not have an author, the sources of abstracting are rarely indicated. The sites themselves are dedicated to a variety of topics.

Such works should be treated critically, as well as sites where student studies are posted. The quality of these works is very low, so first think, evaluate the resource, and only then use it. Otherwise, you can work with Internet sources as with ordinary printed literature. The Internet is also a huge library where you can find almost any text. There are a huge number of dictionaries and encyclopedias on the Internet, the use of which is welcome. Method of information search Usually, the work on information search begins with search engines, such as "Yandex", "GOOGLE", etc. The most commonly used search engines are "GOOGLE" and "Yandex", so let's consider the search within these systems. It is advisable to learn how to use the following operators and

Search Systems: «GOOGLE» (<http://www.google.com>), Yandex



(<http://www.vandex.ru>), «funday24» (<http://funday24.ru>). The latter, unlike GOOGLE, are designed primarily for the Russian-speaking user, which allows us to highlight some features. If you write a word in the search box lowercase letter, Yandex will search for all words with both uppercase and lowercase letters. However, in the case of writing a word with a capital letter, the search will be limited only to proper names and names in full accordance with the rules of the Russian language. Independent solution of practical tasks and situational tasks in order for such work to bring maximum benefit, it is necessary to remember that the performance of exercises and solving problems are associated, as a rule, with a detailed analysis of individual issues of the discipline. It should be emphasized that only after mastering the theoretical material, it will be consolidated by solving problem situations and tasks. Under these conditions, you will not only learn the material well, but also learn how to apply it in practice. When solving problems independently, it is necessary to justify each stage of the solution, based on the theoretical provisions of the discipline. If you see several ways to solve a problem (task), then you need to compare them and choose the most rational one. It is useful to make a brief plan for solving a problem (task) before starting calculations. The solution of problem problems or examples should be presented in detail, calculations should be arranged in a strict order, separating auxiliary calculations from the main ones. Decisions, if necessary, should be accompanied by comments, diagrams, links to legislative and instructional material. It should be remembered that the solution of each problem should be brought to the final logical answer required by the condition, and, if possible, with a conclusion. The answer received should be checked in ways that follow from the essence of the given task. It is also useful (if possible) to solve in several ways and compare the results obtained. Solving problems of this type should be continued until you acquire solid skills in solving them.

### **5.8. Self-test**

After studying a certain topic from the notes in the notes and the textbook, as well as solving a sufficient number of relevant problems in practical classes and independently, the student is recommended, using a detailed plan, a compiled terminological dictionary, etc., to reproduce from memory the definitions, formulations of the main provisions of the topic. If necessary, you need to carefully understand the material again. Sometimes the insufficiency of assimilation of a particular issue becomes clear only when studying further material. In this case, you need to go back and repeat the poorly learned material. An important criterion for mastering theoretical material is the ability to solve problems or pass a test on the material covered. However, it should be remembered that the correct solution of the problem can be obtained as a result of the use of mechanically memorized formulas without understanding the essence of theoretical propositions. If in the process of independent work on the study of theoretical material or when solving problems, you have questions that cannot be solved on your own, you need to contact the teacher to get explanations or instructions from him. In your questions, you need to clearly express what you are experiencing difficulties in, the nature of this difficulty. You should also seek advice if you have doubts about the correctness of the answers to the self-test questions.

### **5.9. Methodical instructions for preparing for exams and tests**

Preparation for the exam and test contributes to the consolidation, deepening and generalization of the knowledge obtained in the learning process, as well as its application to the solution

practical tasks. Preparing for the exam, the student eliminates the existing gaps in knowledge, deepens, systematizes and organizes his knowledge. At the exam, the student demonstrates what he has acquired in the process of studying in a specific academic discipline. Intermediate certification is a series of tests and exams established by the curriculum. At this time, it is necessary to systematize the existing knowledge. The requirements for the organization of preparation for exams are the same as for classes during the semester, but they must be observed more strictly. Firstly, the presence of good own lecture notes. Even if any lecture was missed, it is necessary to restore it in time, think it over, remove the questions that have arisen in order for the memorization of the material to be conscious. Secondly, when preparing for exams of the student must be a textbook recommended by the teacher or a synopsis of literature and regulatory legal acts, read at the direction of the teacher during the semester. Here you can effectively use detailed plans, theses, annotations on individual topics, etc. Be sure to understand them if you need to visit a teacher's consultation. In conclusion, it is advisable to repeat the main provisions once again, to solve typical problems. Systematic preparation for classes during the semester will allow you to use the time of the session to systematize your knowledge.

***Rules for preparing for tests and exams:***

- it is better to immediately orient yourself in all the material and be sure to arrange all the material according to the exam (test) questions, this work can take a lot of time, but everything else is already technical details (the main thing is orientation in the material).
- Preparation itself is not only about "memorization". Preparation also involves and rethinking the material.
- It is useful to prepare "cheat sheets", but, after preparation, it is better to leave them at home. The main point of preparing "cribs" is the systematization and optimization of knowledge in this discipline, which in itself is wonderful - this is a very difficult and important work for the student, more complex and important than the simple absorption of a lot of educational information. If you have prepared such "cheat sheets" yourself, then it is more likely that In total, you will pass the exams more confidently, since you have already formed a general orientation in complex material.

***Rules for preparing for testing.*** In the modern educational process, testing as a new form of knowledge assessment occupies an important place and requires serious relationship. The purpose of testing is not only to systematically control the knowledge of exact dates, names, events, phenomena, but also to develop the ability of students to identify, analyze and generalize the most significant connections, signs and principles of phenomena and processes. At the same time, the tests contribute to the development of creative thinking, the ability to independently localize and correlate phenomena and processes in time and space. Like any other form of preparation for knowledge control, testing has a number of features, the knowledge of which helps to successfully complete the test.

***The following methodological recommendations can be given:***

- First of all, you should carefully study the structure of the test, assess the amount of time allocated for this test in order to calculate your strength, see what type of tasks it contains. This will help you get in the mood for work.

- It is better to start answering those questions that you have no doubts about knowing, without dwelling on those that can cause long thoughts. This will allow you to calm down and focus on completing more difficult issues.
- If you don't know the answer to a question or aren't sure if it's correct, you should skip it and cancel it so you don't forget to come back to it later or lose it.
- Psychologists also advise thinking only about the current task. As a rule, the tasks in the tests are not related to each other and therefore it is necessary to concentrate on this question and find solutions that are suitable for it. In addition, the implementation of this recommendation will give another psychological effect - it will allow you to forget about the failure in answering the previous question, if any.
- It is always necessary to calculate the completion of tasks so that there is time for checking и refinement (about 1/3 – 1/4 of the planned time). Then the probability of misprints is reduced to zero and there is time to score maximum points on easy tasks  
и Focus on solving the more difficult ones that I had to skip at the beginning.
- It is desirable to minimize the process of guessing the correct answers, as this is fraught with the fact that the student will forget about the main thing: the ability to use the knowledge accumulated in the educational process, and will hope for luck. If you do not have confidence in correctness of the answer, but intuitively there is a preference, then psychologists recommend trusting intuition, which is considered a manifestation of deep knowledge and experience that is at the level of the subconscious.

When preparing for a test or even a final exam, you should not just memorize a section of the textbook, you need to understand the logic of the material presented. This is greatly facilitated by the compilation of a detailed plan, tables, diagrams, and careful study of the material. A great help is provided by a variety of published collections of tests, which allow, firstly, to consolidate knowledge, and secondly, to acquire the appropriate psychological skills of self-regulation and self-control. It is these skills that not only increase the effectiveness of preparation, allow you to behave more successfully during the exam, but also generally contribute to the development of thinking skills.

#### **5.10. Project activities.**

Activity is a specific human form of attitude to the surrounding world, the content of which is expedient change and transformation in the interests of people; the condition for the existence of society. Activity includes the goal, means, result and the process itself.

##### ***Project activities include:***

- analysis of the problem;
- goal setting;
- the choice of means to achieve it;
- search and processing of information, its analysis and synthesis;
- evaluation of the results and conclusions obtained.

Object activity consists of three blocks: objective, activity and communicative. Project activity of students is one of the methods of developmental learning, aimed at the development of independent research skills (formulation of a problem, collection and processing of information, conducting experiments, analysis of the results obtained), contributes to the development of creative abilities and

logical thinking, combines the knowledge gained in the course of the educational process and introduces to specific vital problems.

***The purpose of project activities is to*** understand and apply by students the knowledge, skills and abilities acquired in the study of various subjects (on an integrative basis).

***Objectives of project activities:***

- Planning training (the student should be able to clearly define the goal, describe the main steps to achieve the goal, concentrate on achieving the goal, throughout the work);
- Formation of skills for collecting and processing information, materials (the student must be able to choose the appropriate information and use it correctly);
- Ability to analyze (creativity and critical thinking);
- Ability to draw up a written report (the student should be able to draw up a work plan, present information clearly, make footnotes, have an idea of bibliography);
- To form a positive attitude to work (the student should show initiative, enthusiasm, try to complete the work on time in accordance with the established plan and work schedule).

***Principles of organizing project activities:***

- The project must be feasible to implement;
- Create the necessary conditions for the successful implementation of projects (form an appropriate library, media library, etc.);
- Prepare students for the implementation of projects (conducting a special orientation so that students have time to choose the topic of the project, at this stage it is possible to involve students with experience in project activities);
- To ensure the management of the project by teachers – discussion of the chosen topic, work plan (including the time of implementation) and keeping a diary in which the student makes appropriate notes of his thoughts, ideas, feelings – reflection. The diary should help the student in compiling a report if the project is not a written work. The student uses the diary during interviews with the project manager.
- In the event that the project is a group project, each student must clearly show his contribution to the implementation of the project. Each project participant receives an individual assessment.
- Mandatory presentation of the results of the project in one form or another. An increase in motivation and the development of creative abilities occurs due to the presence of a key feature in project activity - independent choice. The development of creative abilities and a shift in emphasis from an instrumental approach to a technological one occurs due to the need for a meaningful choice of tools and planning of activities to achieve the best result. The formation of a sense of responsibility occurs subconsciously: the student seeks to prove, first of all, to himself that he has made the right choice. It should be noted that the desire to assert oneself is the main factor in the effectiveness of project activities. When solving practical problems, a relationship of cooperation with the teacher naturally arises, since for both the task is of meaningful interest and stimulates the desire for an effective solution. This is especially evident in those tasks that the student himself was able to formulate.

The project method is always focused on the independent activity of students - individual, pair, group, which students perform during a certain period of time. This method is organically combined with group (collaborative or cooperative learning) methods. The project method always involves the solution of a problem. The solution of the problem provides, on the one hand, the use of a set of methods, means of teaching, and on the other hand, it involves the need to integrate knowledge, the ability to apply knowledge from various fields of science, engineering, technology, and creative fields.

**It is also necessary to dwell on general approaches to structuring the project:**

1. You should always start with the choice of the topic of the project, its type, and the number of participants.
2. Next, the teacher needs to think over possible variants of problems that are important to study within the framework of the planned topic. The problems themselves are put forward by students at the suggestion of the teacher (leading questions, situations that contribute to the definition of problems, video sequences for the same purpose, etc.). A "brainstorming" followed by a collective discussion is appropriate here.
3. Distribution of tasks into groups, discussion of possible methods of research, search for information, creative solutions.
4. Independent work of project participants on their individual or group research and creative tasks.
5. Intermediate discussions of the data obtained in groups (in lessons or classes in the scientific society, in group work in the library, media library, etc.).
6. Defending projects, opposition.
7. Collective discussion, examination, results of external evaluation, conclusions.

***According to the dominant method in the project:***

***1. Research.***

Such projects require a well-thought-out project structure, designated goals, relevance of the project for all participants, social significance, well-thought-out methods,

including experimental and experimental work, methods of processing results; When completing the project, the student:

- Structures the project in the logic of scientific research,
- Includes in the project the argumentation of its relevance,
- Determines the object and subject of research,
- Designates the goals and objectives of the project research, Designates the goals and objectives of the project research, Formulates the research hypothesis,
- Determines the methods of research,
- Specifies the sources of information, deduces the methodology of the study,
- Identifies ways to solve problems,
- Learns new things by experience,
- Draws up the project in the form of conclusions,
- Confirms or refutes a hypothesis,
- It is entering a new range of problems.

***2. Information.***

This type of projects is initially aimed at collecting information about an object, familiarizing the project participants with this information, analyzing it and summarizing facts intended for a wide audience. Such projects, as well as research projects, require a well-thought-out structure, the possibility of systematic correction according to the

the progress of work on the project. The structure of such a project can be indicated as follows: the purpose of the project, its relevance - methods of obtaining (literary sources, mass media, databases, including electronic ones, interviews, questionnaires, including those of foreign partners, brainstorming, etc.) and processing information (their analysis, generalization, comparison with known facts, reasoned conclusions)

- result (article, abstract, report, video, etc.) - presentation (publication, including on the Internet, discussion in a teleconference, etc.).

- Sets a rigid structure of the project, providing for a correction system,
- Directs the work to the collection and acquaintance with new information,
- Summarizes and analyzes information,
- Draws conclusions,
- Adjusts the search in the specified areas,
- Analyzes and summarizes new facts,
- Conducts a presentation,
- Organizes the "external" assessment.

### **3. Creative.**

Such projects, as a rule, do not have a detailed structure, it is only outlined and further developed, subject to the accepted logic and interests of the project participants. At best, it is possible to agree on the desired, planned results (joint newspaper, essay, video, sports game, expedition, etc.);

- Negotiates with the group or teacher about the genre,
- Develops the project in subordination to the genre of the final result,
- Strives to get a creative product,
- It sets a rigid structure not for the project itself, but for its design.

### **4. Game.**

In such projects, the structure is also only outlined and remains open until the end of the project. Participants assume certain roles due to the nature and content of the project. These can be literary characters or fictional characters imitating social or business relations, complicated by situations invented by the participants. The results of such projects can be outlined at the beginning of the project, or they can be outlined only by its end. The degree of creativity here is very high, but the dominant type of activity is still role-playing, adventure;

- Outlines "playful" roles,
- Subordinates the logic of roles to the content of the project
- Models situations,
- Plays "virtual realities".

### **5. Practical.**

These projects are distinguished by a clearly defined result of the activities of the project participants from the very beginning. Moreover, this result is necessarily focused on the social interests of the participants themselves (newspaper, document, video, sound recording, performance, action program, draft law, reference material, etc.).

Such a project requires a well-thought-out structure, even a scenario of all the activities of its participants with the definition of the functions of each of them, clear outputs and participation of each in the design of the final product. Good organization of coordination work is especially important here in terms of stage-by-stage discussions, adjustment of joint and

individual efforts, in organizing the presentation of the results obtained and possible ways of their implementation in practice, organizing a systematic external evaluation of the project.

- Indicates the result at the beginning of the project activity,
- Defines the function of each project participant and/or partner,
- He receives a specific material product...
- Sets a rigid structure,
- Defines the function of each project participant and/or partner,
- He receives a specific material product.

**As for the nature of contacts, projects can be:**

- internal or regional (i.e. within the same country);
- international (project participants are representatives of different countries).

**According to the number of project participants, the following projects can be distinguished:**

- personal (between two partners located in different schools, regions, countries);
- pairs (between pairs of participants);
- group (between groups of participants).

B In the latter case, it is very important to organize this group activity of the project participants correctly, from a methodological point of view, (both in a group of their students and in a united group of project participants from different schools, countries, etc.). The role of the teacher in this case is especially great.

**In terms of duration, projects can be:**

- short-term (to solve a small problem or part of a larger problem). Such small projects can be developed in one or two lessons;
- medium duration (from a week to a month);
- long-term (from a month to several months).

*An educational project* is a form of organizing classes, providing for the comprehensive nature of the activities of all its participants to obtain educational products for a certain period of time - from one lesson to several months. An educational project has a structural basis, which is reflected in its regulations or program:

- the name of the project;
- a quote, slogan or other form of presentation of the project;
- general characteristics of the project;
- project idea;
- goals and objectives of the project;
- project participants;
- conditions for registration in the project;
- project implementation timeline;
- stages of the project;
- conditions for participation in the project (organizational, technical, etc.);
- features of the project, types of activities of the participants;
- forms of interaction between project organizers and its participants and other subjects;
- criteria for evaluating the work of individual participants in the entire project;
- diagnostic and evaluation group;

- project results, their evaluation. Prizes and awards;
- possible continuation and development of the project.

***Stages of work of the teacher and students on the project***

<b>Stage work on Project</b>	<b>Content of the work at this stage</b>	<b>Activity Students</b>	<b>Teacher's activities</b>
Preparation	Definition of the topic and project goals	Discuss Item with teacher and Get Additional Information. Set Goal	Introduces the meaning project approach and motivates students. Helps in staging Purposes
Planning	Definition Sources Information; definition methods of its collection and Analysis. Determining the method Views results (forms report). Establishment procedures and evaluation criteria result and development process Project. Distribution tasks and Duties between members Command	Produce Action plan Formulate Tasks	Offers ideas, makes suggestions
Exploration	Collection of information Decision Intermediate Tasks. Main tooling: interviews, surveys,	Perform exploration Solving Intermediate Tasks	Observes, advises, indirectly manages the Activities



	Observation Experiments		
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Analysis and generalization	Analysis of information, Typography Results wording Pin	Analyze Information Summarize outcomes	Observes, advises
Presentation or report	Possible forms Views results: oral, Written reports	Report Discuss	Listens, asks Relevant questions as a private Participant
Evaluation results and Process		Participate in assessment by Collective discussions and self-evaluations	Evaluates efforts students, their Creativity, quality Used sources, makes Quality Suggestions Report

***Sequence of project implementation:***

<b>Stages</b>	<b>Tasks</b>	<b>Activity Students</b>	<b>Activity Teacher</b>
1. The Beginning	Definition Topics, clarification Purposes Source Position Choosing a working Group	Specify  Information. Discussing the task	Motivates students.  Explains the goals Project. Watching
2. Planning	Analysis trouble Definition Sources Information Production tasks and selection Criteria Evaluation Results. Distribution roles in the team	They form tasks. Specify Information. Choose and substantiate their Success criteria	Helps in analysis and synthesis. Watching

3. Acceptance Solutions	Collection and qualification Information. Discussion Alternatives. Choice Optimal Options	Work with Information. Synthesis and analysis of ideas. Perform exploration	Watching. Advises
4. Execution	Execution Project	Perform exploration are working on Project. Style project	Watching. Advises
5. Evaluation	Analysis Perform Project. Analysis Achievements delivered Goal	Participates in Collective self-analysis of the project	Watching guides the process
6. Project defense	Preparation Report. Substantiation Process Design	Defend the project, participate in Collective Evaluation Results	Participate in Collective Analysis

### Rating assessment of the project

#### *Individual rating card of the student's project.*

Evaluation criteria		Self-esteem	Evaluation Teacher	Evaluation Classmates
1. Achieved result (out of 15 points)				
2. Design of the project (out of 15 points)				
Project defense	3. Presentation (out of 15 points)			
	4. Answers to questions (out of 15 points)			
Process Design	5. Intellectual activity (out of 10 points)			
	6. Creativity (out of 10 points)			

	7. Practical activity (out of 10 points)			
	8. Ability to work in the team (out of 10 points)			
	TOTAL			
Arithmetic mean				
from 85 to 100 points – "5"				
from 70 to 85 points – "4"				
from 50 to 70 points – "3"				
less than 50 points – "2"			Evaluati on	

### Scorecard

How was the work organized in the Group?	What is special to you Could	White spots	Basket

### Transfer table "TOTAL"

Interesting Impressions	A topic that Most of all Clear	General tips and Recommendati ons Presenters and colleagues	Main findings

There are many approaches to valuation. For individual projects, in our opinion, a rating score is more convenient. Such a questionnaire is filled out during the defense by the projector himself, his classmates with the teacher.

Performance evaluation	Surname, first name	
	The relevance and novelty of the proposed solutions, Complexity of the topic	15,19,20
	Scope of development and number of offers Solutions	15,10,20
	Reality and practical value	5,10
	Level of independence	10,20
	Quality of registration of recordings, posters, etc.	15,10,20
	Reviewer's rating	5,10
Protection Assessment	Quality of the report	15,10,20
	Manifestation of the depth and breadth of tasks on the topic	15,10,20

Manifestation of the depth and breadth of tasks on to this subject	15,10,20
Answers to the teacher's questions	15,10

	Answers to students' questions	15,10
	Assessment of the speaker's creative abilities	15,10,20
	Subjective assessment of business qualities	15,10,20
	Rapporteur	
	Final grade (score) 180-220 -It's cool; 120-175 -Ok; 90-115 - satisfied; less than 80 - inadequate.	

***Criteria for performing the defense.***

A more complex rating approach can be proposed, where 10 criteria are identified and evaluated at 4 levels (0, 5, 10, 20 points). The difficulty lies not in the assessment, but in the increased criteria that are close to university ones. The grade itself consists of the sum of the arithmetic mean of the collective assessment, self-assessment and the teacher's assessment (of course, to obtain the average value, the sum is divided by three). There are 5 criteria for project defense, and each of them is evaluated separately. However, with this approach, the assessment of the student's own activity in the design process is excluded.

**Design and implementation of the project:**

1. The relevance of the topic and the proposed solutions, reality, practical orientation and significance of the work.
2. The volume and completeness of developments, independence, completeness, preparedness and significance of the work.
3. The level of creativity, the originality of the topic, approaches, proposed solutions.
4. Reasoning of the proposed solutions, approaches, conclusions, completeness of the bibliography, citation.
5. Quality of recording: Design, correspondence, rubrication and structure of the text, quality of sketches, diagrams, drawings; quality and completeness of reviews.

**Protection:**

1. Quality of the report: composition, completeness of the presentation of the work, approaches, results; argumentation, volume of the thesaurus, persuasiveness and conviction.
2. The volume and depth of knowledge on the topic (or subject), erudition, interdisciplinary connections.
3. Pedagogical orientation: culture of speech, use of visual aids, manner, sense of time, improvisational beginning, keeping the attention of the audience.
4. Answers to questions: completeness, argumentation, persuasiveness and conviction, friendliness, the desire to use answers to successfully reveal the topic and strengths of the work.
5. Business and volitional qualities of the speaker: responsible decision, desire to achieve high results, friendliness, contact.

***Summary assessment of the work and defense:***

- excellent - 155-200 points
- good - 100-154 points
- satisfactory - less than 100 points.

Now the teacher only needs to prepare a simplified expert table, designate numbers from 1 to 10. It also offers a comprehensive version that integrates the objective part (collective assessment of experts-students of a given class) and the subjective part, formed by the student himself and the teacher in all 12 positions. The resulting amount, of course, should be divided into three (according to the number of expert groups).

***Objective part:***

1. Completeness of presence at classes where creative tasks were discussed.
2. Attentiveness in the classroom, compliance with the established requirements.
3. The level of cognitive activity (speeches, questions, search for answers to questions).
4. The quality of performing the main and additional creative tasks.
5. The level of learning, receptivity.
6. Volitional qualities in passion, aspirations for personal high achievements in learning.

***Subjective part:***

1. Attentiveness in the classroom, the quality of compliance with the established requirements.
2. The level of cognitive activity (participation in search and research activities in the classroom.
3. The quality of performing basic, additional and special creative classes.
4. The level of interest in the content of classes, the introduction of new pedagogical technologies.
5. The impact of classes on the course with creative tasks on improving academic performance in other subjects.
6. The degree of broadening of horizons.

Assessment for all criteria is carried out according to a 10-point system. Collective expert assessment of projects and creative tasks allows you to remove subjectivity, but does not yet give a full pedagogical effect from project activities. To do this, it is necessary to give each student the opportunity to reflect on what the performance of this educational task gave to him personally, what he failed through his own fault and what exactly it was (misunderstanding, lack of information, inadequate perception of his capabilities, etc.).

***Requirements for students:***

- the presence of a significant (socially and personally) problem that requires integrated knowledge, research search for a solution;
- theoretical, practical, cognitive significance of the expected results;
- independent (individual, pair, group) activity of students;
- structuring the content of the project (indicating the phased results);
- use of research methods (definition of problems, goals and tasks arising from them, putting forward hypotheses to solve them, discussion of methods);
- registration of results, analysis of the data obtained, conclusions;
- project defense.