MODERN APPROACHES TO PROJECT MANAGEMENT AND IMPLEMENTATION IN EDUCATIONAL PRACTICE

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Annotation

This article examines modern approaches to managing and implementing projects in the educational environment. Particular attention is paid to structuring project activities: stage-by-stage planning, role assignment, goal and objective setting, and monitoring of results. The importance of project-based technologies is emphasized as a tool for enhancing the effectiveness of the educational process and developing students' skills in independent work, critical thinking, and productive teamwork. The methods discussed contribute to the creation of an educational environment focused on the practical application of knowledge and the development of professional competencies.

Key words

Project activities, project management, project structuring, educational practice, project management methods, communication competence, project assignment.

Аннотация

В статье рассматриваются современные подходы к управлению и реализации проектов в образовательной среде. Особое внимание уделяется структурированию проектной деятельности: этапному планированию, распределению ролей, постановке целей и задач, а также контролю за достижением результатов. Подчеркивается значимость проектных технологий как инструмента повышения эффективности образовательного процесса и формирования у студентов навыков самостоятельной работы, критического мышления и продуктивного командного взаимодействия. Рассмотренные методы способствуют созданию образовательного пространства, ориентированного на практическое применение знаний и развитие профессиональных компетенций.

Ключевые слова

Проектная деятельность, управление проектами, структурирование проектов, образовательная практика, методы проектного управления, коммуникативная компетенция, проектное задание.

In the context of the modernization of education and increasing requirements for the quality of language training, project-based activity is gaining particular importance as a means of developing students' communicative, speech, and research competencies. The Russian language as an academic discipline has significant potential for the implementation of project-based

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methods, as it involves working with texts of various types, analyzing linguistic phenomena, and developing skills of independent cognitive activity.

The purpose of this article is to examine modern methods of project management and implementation in the context of teaching the Russian language. Special attention is given to the combination of traditional and innovative approaches aimed at increasing learners' motivation, developing critical thinking, and improving language culture. The relevance of the study is determined by the need to introduce effective project management methodologies into the educational process that contribute to the formation of functional literacy and sustainable communicative skills.

Modern project management methods in teaching the Russian language are based on the integration of classical pedagogical principles and contemporary educational technologies. Project activity is viewed as a purposeful and structured process that includes phased planning, organization, implementation, and evaluation of learning actions aimed at achieving a specific educational outcome.

One of the key project management methods is phased planning, which involves a clear definition of goals, objectives, expected results, and deadlines. In teaching the Russian language, this is manifested through step-by-step work on projects: analysis of linguistic phenomena, creation of texts of various genres, and research into lexical and stylistic features of speech. A clearly structured project contributes to the development of students' logical thinking skills, as well as their ability to plan and monitor their own activities.

An equally important aspect of modern project-based activity is teamwork, based on the distribution of roles and responsibilities. Within Russian language projects, students may act as researchers, editors, analysts, or authors of texts. This approach fosters communicative skills, a culture of verbal interaction, and the ability to express and defend one's point of view in a reasoned manner.

Flexible project management methods, focused on adaptation to the changing conditions of the educational process, also play a significant role. In the context of studying the Russian language, this makes it possible to take into account students' individual characteristics, their level of language proficiency, and cognitive interests. Adjusting tasks and forms of work during project implementation increases learners' motivation and improves the quality of learning outcomes.

An integral element of project implementation is reflection and evaluation of results. Analysis of the work performed, discussion of difficulties encountered, and assessment of achievements allow students to realize the significance of linguistic knowledge and the practical orientation of the studied material. For the teacher, reflection serves as a tool for evaluating the effectiveness of the selected project management methods and for their further improvement.

When implementing the project method, it is important to take into account the principles of content selection: the information should be necessary, accessible to students considering their level of preparation, and correspond to the characteristics of receptive and productive knowledge acquisition.

The process of project implementation is always governed by a certain logic, realized through a sequence of stages and phases. Each stage should have clearly defined goals and objectives, while both the teacher and students work within a common plan. Structuring a project in teaching Russian as a non-native language preserves general didactic approaches and includes the following stages:

Goal-setting – at this stage, the topic, problem, hypothesis, and objectives of the project are defined. The topic should be personalized and contribute to the development of both professional and personal qualities of students. The choice of topic is made with consideration of educational

situations, professional interests, and learners' capabilities, предполагая the integration of knowledge, the application of research and project skills, and a creative approach.

Planning – at this stage, it is essential to determine research methods, sources of information, and criteria for project evaluation. Rational planning ensures efficient use of resources and allows all subsequent stages of work to be guided by pre-established indicators of success.

Development and organization of the project implementation plan – a key stage of project activity, during which students, together with the teacher, formulate the problem, clarify objectives, develop a detailed action plan, identify the necessary sources of information, and distribute tasks among participants. At the same time, working groups are formed, roles are assigned, and forms of presenting results are selected. This stage contributes to the development of planning skills, teamwork, and organizational thinking, and also fosters the ability to approach academic tasks systematically.

Research – the next important stage of project activity. At this stage, students collect and analyze information, select relevant data, and structure the material in accordance with the chosen plan. Skills in working with various information sources are developed, critical thinking is enhanced, and analytical competence is formed. During the research process, a project product is created, which will be presented to the audience at the defense stage.

Presentation – the stage at which students present the results of their work and defend the project. They demonstrate solutions to the problem formulated at the beginning of the project and use self-analysis and reflection techniques to evaluate the completed work and identify the strengths and weaknesses of the project. The presentation contributes to the development of public speaking skills, logical organization of ideas, and argumentation, increases students' confidence, and fosters the ability to present information clearly and in a structured manner.

Evaluation of results – the final stage of the project, during which a comprehensive assessment of all the work carried out is conducted. It is important not only to evaluate the final product but also to analyze the project implementation process: how successfully the set tasks were solved and how effectively group work was organized. This approach contributes to the development of students' reflective skills and helps them consciously approach the learning process, identify areas for further development, and pursue continuous improvement.

Each stage of project-based activity—from planning to presentation and evaluation of results—is aimed at developing students' key competencies: critical thinking, organizational abilities, communication skills, and teamwork. The project method contributes not only to deep knowledge acquisition but also to students' active participation in the educational process, as well as to the formation of professionally significant competencies required for future professional activity.

The success of project-based learning largely depends on well-organized work at all stages and phases of the project, as well as on the level of students' mastery of the necessary project-related skills and abilities. An important role is played by the teacher's preparation of the project assignment prior to the lesson.

A project assignment is understood as the object of project activity—a concept with a clearly defined goal and expected outcome, the implementation of which requires searching for evidence and integrating knowledge and skills. The teacher selects the necessary vocabulary in advance, grouping it according to learning situations related to the project problem. The creation of associative maps makes it possible to consider potential hypotheses for solving the problem, prepare questions for guiding dialogue with students, and plan ways of recording their suggestions on the board. Discussion of problems and formulation of hypotheses are carried out using brainstorming and discussion methods, which stimulate analytical thinking and active interaction among students in the group.

It is necessary to plan problem-based questions in advance; they should correspond to the curriculum, be accessible in terms of difficulty, and take into account the interests of students in non-linguistic higher education institutions. Problem-oriented questions and the absence of complete information in tasks or texts encourage students to search for additional information. As a result, they gain the opportunity to engage in creative, research, and exploratory activities within a given topic, working with printed, audio, and video materials in Russian. This approach contributes to the expansion of students' active and passive vocabulary and the development of language competence.

Of particular importance is the project defense stage, during which the completed work is analyzed, including self-assessment and peer assessment. The results of collaborative work are summarized, and a qualitative evaluation of outcomes is conducted. Recognizing the value of both one's own work and that of other students enhances participants' personal confidence, fosters the ability to objectively assess oneself and others, and develops critical thinking skills.

The project method in teaching Russian serves as an effective pedagogical tool aimed at developing cognitive activity, forming stable motivation to study the subject, and implementing a learner-centered approach. Its application ensures not only the acquisition of learning material but also the active involvement of students in the educational process, which contributes to a deeper understanding of the studied content and the development of learner autonomy.

Thus, modern methods of project management and implementation in teaching the Russian language provide a comprehensive approach to learning, promote the development of linguistic, communicative, and research competencies, and foster students' skills of independent and responsible learning activity.

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