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НАУЧНЫЙ ЖУРНАЛ  
Торайғыров университета

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## **STRUCTURE OF THE CULTURE OF PROJECT ACTIVITY OF UNDERGRADUATES**

*The article deals with the content and structure of the culture of project activity of undergraduates. The definition of project activity is given, as well as the features that distinguish project activity from other types of activity. The project culture is characterized, which is a broader concept, therefore, below we will use the term «Culture of project activity». The structure of the culture of project activity is revealed, which includes an axiological component, a cognitive component, an activity component, a creative component. The axiological component is a set of values that fill the project activity of undergraduates with personal significance. The cognitive component includes knowledge, cognitive interest and readiness for self-study and expansion of the field of knowledge. The activity component reflects the skills and abilities necessary for the successful implementation of project activity. The creative component is characterized by creative abilities and creative thinking, the presence of which allows undergraduates to combine tradition and innovation in the process of performing project activity.*

*Keywords: project activity, project culture, culture of project activity, axiological component, cognitive component, activity component, creative component.*

### **Introduction**

In the Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2020–2024, one of the goals of the strategic direction «Higher and postgraduate education» is the creation of self-regulated higher and postgraduate education, focused on preparing a generation with 21st century skills, able to adapt to changing conditions. Modern specialists should be able not only to apply the acquired knowledge, but also to be able to transform reality [1].

One of the ways to transform the surrounding world is project activity. In pedagogy, project activity is considered not only as a means or technology used to obtain the result of education – certain knowledge, skills, personal qualities, practical experience, or, in modern terms, competencies and skills set – but also as the goal of the educational process, because in the realities of modern society, the existence of every person, and even more so a professional, is unthinkable without a culture of project activity. This demand from society is primarily due to the fact that today the processes leading to changes prevail over the processes of stabilization [2, p. 63].

**Object of research:** the culture of project activity of undergraduates.

**Subject of research:** the content and structure of the culture of project activity of undergraduates.

**Purpose:** to study the content and structure of the culture of project activity of undergraduates.

**Tasks:**

- to characterize the culture of project activity of undergraduates;
- to reveal the structure of the culture of project activity of undergraduates.

**Research methods and results**

The work of many scientists is devoted to the problem of project activity: M. N. Akhmetova, N. Y. Bugakova, N. N. Grachev, O. E. Lomakin, V. M. Monakhov, M. V. Moiseeva, I. V. Nikitina, T. A. Novikova, N. K. Nuriev, N. Y. Pakhomova, E. S. Polat, A. I. Polovinkina and others.

Project activity is a unique activity aimed at achieving a predetermined result, creating a specific unique product or service.

Common features that distinguish the project from other activities:

- 1) focus on achieving specific goals with a specific beginning and end;
- 2) limited length in terms of time, cost and resources;
- 3) originality and uniqueness (to a certain extent);
- 4) complexity – the presence of a large number of factors that directly or indirectly affect the progress and results of the project;
- 5) legal and organizational support – the creation of a specific organizational structure for the duration of the project [3, p. 27].

Within the framework of the culturological approach, design, or project activity, is perceived as a source of transformation not so much of the subject-spatial environment of a person, as of his relationship with the environment, including the cultural one [4, p. 27].

Project activity is closely related to the project culture, which implements the art of planning, invention, creation, execution, reflective analysis and assessment of the achieved [5, p. 81]. Project culture is fundamentally different from other

social and cultural types of activity: management, planning, organization, communication, and so on.

The development of a project culture makes it possible to eliminate the phenomenon that is called «informational imbalance in education». It consists in the fact that students, basically, learn about the world through texts containing other people's testimonies about the world and filled with the meanings of terms that sometimes do not pass into the personal meanings of the students [6].

In our study, we consider it possible to use a term such as «the culture of project activity», which is interpreted as a narrower concept applicable to a person as a subject than a project culture. The culture of project activity assumes that the projector (in our case, this is undergraduates) will be guided by innovative actions, avoiding templates in reasoning.

In the structure of the culture of project activity, the following components can be distinguished:

- axiological component;
- cognitive component;
- activity component;
- creative component (figure 1).



Figure 1 – The structure of the culture of project activity

Let's consider these components.

The axiological component includes values that are necessary in order for undergraduates to develop a personally meaningful attitude to the implementation of the project. M. Weber considers values as a «norm that has certain significance for a social subject» [7, p. 401]. In a broad sense, values can be not only abstract attractive meanings or situational values, but also concrete material goods that are stably important for the individual.

The cognitive component is a combination of knowledge of the scientific picture of the world, the patterns of its development, technological support, cognitive interest and readiness for self-learning and expanding the field of knowledge. The presence of this component in the structure of the culture of

project activity presupposes that the undergraduate knows the stages of work on a project, understands the relationship between project and research activities.

The activity component is characterized by the following skills and abilities: research, observation, the ability to model and forecast, analyze project work, the ability to use application programs for processing data and materials, the ability to present the final result of project activities, i.e. project.

The creative component corresponds to the development of a person and his ability to be aware of the experience of activity and create something new. Creativity and creative thinking seem to be significant in the structure of this component. Thanks to their presence, the undergraduate is revealed as a creatively oriented person, capable of combining traditions and innovations in the implementation of project activities.

### **Conclusion**

Thus, the project activity determines the projector's ability to transform not only the surrounding space, but also his relationship with the environment, in particular the cultural one. This allowed us to highlight the concept of «culture of project activity».

The highlighted components – axiological component, cognitive component, activity component, creative component – reveal the structure of the culture of project activity of undergraduates and fill project activity with meaningful content for the subject.

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#### **Магистранттардың жобалық қызметі мәдениетінің құрылымы**

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*А. Ю. Хаймулдина, С. С. Мустафина*

#### **Структура культуры проектной деятельности магистрантов**

Торайгыров университет,  
Республика Казахстан, г. Павлодар.  
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*Мақалада магистранттардың жобалық қызмет мәдениетінің мазмұны мен құрылымы қарастырылған. Жобалық қызметтің анықтамасы келтірілген, сонымен қатар жобалық қызметті басқа қызмет түрлерінен ерекшелейтін белгілер анықталған. Жобалық мәдениеті неғұрлым кең ұғыммен сипатталады, сондықтан «жобалық қызмет мәдениеті» термині пайдаланылған. Аксиологиялық компонентті, когнитивтік компонентті, іс-әрекеттік компонентті, шығармашылық компонентті қамтитын жобалық қызмет мәдениетінің құрылымы ашылған. Аксиологиялық компонент – бұл магистранттардың жобалық қызметін жеке маңыздылықпен толтыратын құндылықтар жиынтығы. Когнитивтік компонент білімді, танымдық қызығушылықты және өзін-өзі оқытуға және*

*білім саласын кеңейтуге дайын болуды қамтиды. Іс-әрекеттік компонентінде жобалық қызметті сәтті жүзеге асыру үшін қажетті ікемділіктер мен дағдылар көрініс табады. Шығармашылық компонент шығармашылық қабілетімен және креативті ойлауымен сипатталады, олардың болуы магистранттарға жобалық қызмет үдерісінде дәстүрлер мен инновацияларды біріктіруге мүмкіндік береді.*

*Кілтті сөздер: жобалық қызмет, жобалық мәдениет, жобалық қызмет мәдениеті, аксиологиялық компонент, когнитивтік компонент, іс-әрекеттік компонент, шығармашылық компонент.*

*В статье рассмотрены содержание и структура культуры проектной деятельности магистрантов. Приведено определение проектной деятельности, а также выделены признаки, отличающие проектную деятельность от других видов деятельности. Охарактеризована проектная культура, которая является более широким понятием, поэтому далее нами использован термин «культура проектной деятельности». Раскрыта структура культуры проектной деятельности, включающая в себя аксиологический компонент, когнитивный компонент, деятельностный компонент, творческий компонент. Аксиологический компонент представляет собой совокупность ценностей, наполняющих проектную деятельность магистрантов личностной значимостью. Когнитивный компонент включает в себя знания, познавательный интерес и готовности к самообучению и расширению области знания. В деятельностном компоненте находят отражение умения и навыки, необходимые для успешной реализации проектной деятельности. Творческий компонент характеризуется творческими способностями и креативным мышлением, наличие которых позволяет магистрантам объединять традиции и инновации в процессе выполнения проектной деятельности.*

*Ключевые слова: проектная деятельность, проектная культура, культура проектной деятельности, аксиологический компонент, когнитивный компонент, деятельностный компонент, творческий компонент.*



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