

# The reflective-evaluative activity of students in the context of project activities

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## Abstract

*The article reveals the relevance of the students' reflective-evaluative activity in the context of project activities, analyzes and clarifies the key terms of the study. Studies devoted to reflective-evaluative and design activities are analyzed. Particular attention is paid to the reflective approach and principles of the pedagogical design.*

*Pedagogical conditions for successful reflective-evaluative and design activities are identified and characterized (humanization of the sociocultural environment: inclusion in design activities that model professional activities; the reflective position development among students. Practical experience is presented in reflective evaluative and design activities. The most relevant projects are highlighted, projects (video projects) created and implemented by students. The need and importance of reflection is noted in the activity. It helps to improve the quality and efficiency of student education and the personal qualities development of a future specialist.*

**Keywords:** Reflection, professional reflection, reflective approach, reflective position, reflective activity, project, design activity, principle, reflective value support.

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## INTRODUCTION

The modern life places new demands on future specialists. A specialist who is fluent in both the subject area of the profession is in demand and has a high level of adaptability to changes in the technological, economic, and production spheres.

In the context of fundamental changes in the culture of the 21st century, the presence of complex socio-economic problems, social transformations, and the active introduction of digital technologies, the professional competence and professional mobility formation of students are more important than ever. A young specialist should have the appropriate competencies and be capable of professional mobility. He/she becomes a valuable resource for the region's competitiveness ("human capital of the territory").

Regulatory documents emphasize the need to humanize the education system, transmitting the values and ideals of future professional activity.

The goal of students is to create conditions to satisfy the need to be: competitive, mobile, critically thinking, spiritually rich, morally stable, mentally healthy, and ready to fulfill professional duty.

## LITERATURE REVIEW

Works devoted to reflective and design activities deserve attention within the framework of our research: M.B. Balikaeva [2], M.E. Beloborodova [3], O.V. Berezhnova [4], N.A.Gordeeva [5], G.Ya. Grevtseva [6], N.V. Mikhailova [8], T.P. Osipova [9], M.N. Prozorova [10], E.P. Sedykh [11], S.V. Silchenkova [12], M.V. Tsiulina [13;14] and others. The authors reveal issues of reflective activity, the importance of innovative, reflective-evaluative technologies, reflective techniques and reflective forms of psychological and educational support for the professional training of students.

E.P. Sedykh notes that "at present, reflexive abilities

are considered as an obligatory accompanying and providing activity component of a graduate in any field of training, since it is this group of abilities that allows the most effective and adequate implementation of the development, self-development and self-education, promotes a creative approach to professional activity, achieving its maximum efficiency and effectiveness" [11].

O.O. Shalamova highlights the competency-based approach, because this approach "devalues and excludes archaic aspects, unproductive experiences in the history of education, and on the other hand, "accumulates" the best and has proven its effectiveness in the educational process. The competency-based approach, being systemic and comprehensive in its content, harmoniously includes activity-based, cultural and personal aspects. Consequently, it is simultaneously practically, pragmatically and humanistically oriented" [15, p. 399].

We take into account those highlighted by M.V. Tsiulina, patterns and principles of reflexive-value support of professional and creative training of students: specific principles, patterns of conditionality (humanistic dominant, value field, openness), attributive patterns (integrative integrity of professional and creative training, support, cultural conformity of the environment) and patterns of effectiveness (efficiency, self-motivation, professional and creative actualization) [13, p. 63].

## Objectives of the Study

The purpose of the study is to identify the pedagogical conditions for successful reflective and evaluative activities of students in the context of project activities. The scientific significance of the work lies in clarifying the concepts of "reflective-evaluative activity" and "project activity", identifying pedagogical conditions for successful activity. The theoretical significance of the work lies in determining the theoretical foundations of students' reflective and evaluative activities in the

context of project activities. The practical significance of the work lies in the possibility of applying the research results in educational practice.

## RESEARCH METHODOLOGY

General theoretical methods were used as research methods: analysis of theoretical and scientific-practical sources, analysis of psychological and pedagogical works, empirical research, generalization, systematization.

A reflexive approach is the focus of research on studying a phenomenon in a system of cultural values and identifying methods of action that ensure the development of reflexive skills and opportunities for enriching culture. The main methodologically important tasks of the reflexive approach are: to define a set of principles and values, their implementation in the students' professional patriotism formation, to search for new opportunities in the interaction "student-student", student-teacher", as well as ways to master the values of the profession.

The main component of the reflexive approach is reflection, it involves analyzing one's experiences and understanding one's own actions. In the civil patriotic activity, reflection develops creative abilities, allows you to transform your inner world, identifies needs and improves the norms behavior. Reflection is a condition for personal self-development. Reflexivity can be a criterion for the specialists' development. The ability to take an analytical position of professional activities will allow them to comprehend the values of their profession, make timely decisions, and self-realization.

Education of students based on reflective activity promotes the mobility development, stress resistance, responsibility, critical, analytical, and creative thinking. However, the individual development involves rethinking and revising a number of associated ideas. It is important to carry out a deep reflection on the experience of activities in

the field of education, to clarify the conceptual apparatus of the problem under study.

Reflective activity allows the student to be responsible, adaptive and competitive in the professional space. Reflection is active in nature. Of particular importance are the forms of reflective and value-based support in the students' education.

Problematic, complex pedagogical situations were used and a student can find the right solution through reflection. Reflection stimulates the research and creative process, allows students to realize their difficulties, and forms their reflective position.

Reflective techniques allow students to focus on analyzing their experience of activity, the situation, the content of the activity, modeling possible actions in the future, planning, designing activities to achieve their goals; reflect in a problematic situation.

## ANALYSIS

The social and pedagogical conditions for the effectiveness of the student education system are: 1) development of a reflective position among students, 2) inclusion in design activities that model professional activities; 3) humanization of the socio-cultural environment.

The first pedagogical condition is the humanization of the socio-cultural environment. The humanistic orientation of activity manifests itself as the most important pattern, which is expressed in the recognition of man as the highest value of the world. Personality-oriented education is aimed at the development and self-development of the future professional, his formation taking into account individual characteristics, interests and abilities. The characteristics of a person-centered approach are clearly outlined. The individual is seen as the greatest value. Nurturing professional patriotism is a certain activity, as a result of which an individual realizes himself and demonstrates personal qualities.

An individual participates in an activity and changes

his/her attitudes, views and worldview. The features of an activity are determined by its social nature, purposefulness, planning and systematicity. "Each type of activity," writes V.V. Davydov, "initially arises and develops in its external form as a system of developed relationships between people; internal forms of activity of an individual arise only on this basis" [7].

Creating an environment of reflection and self-development for each student means strengthening the humanistic essence of the educational process in an educational institution. A variety of activities helps identify and realize human potential. On the one hand, an individual satisfies his/her demands and needs, and on the other hand, morality, patriotism, and citizenship are formed in the process of activity.

The education of students should be carried out on humanistic principles: freedom and responsibility, creative activity, trust and respect for the individual, the need to create a socio-cultural, educational environment.

The second pedagogical condition is inclusion in design activities that model professional activities. The project activity is the students' activity to create and implement a project using project technology. N. O. Yakovleva interprets pedagogical design as "purposeful activity to create a project as an innovative model of an educational system, oriented towards mass use" [14, p. 9-10]. So, the pedagogical design is the process of creating a project that reflects the solution to a particular problem.

Scientists (A.B. Tishko, S.S. Ermolaeva, I.A. Kolesnikova, N.O. Yakovleva, etc.) include the following principles of pedagogical design: the principle of human priorities as the principle of human orientation; subordination of the designed pedagogical systems, processes, situations to the real needs, interests and capabilities of their students; self-development of designed systems, processes, situations; diagnostic goal setting; phasing; principle

of productivity; principle of consistency.

O.S. Afinogenov identifies the following among the most significant conditions for organizing the design process: 1) the presence of positive motivation of the teacher; 2) the presence of design competence of the teacher; 3) creating an environment for design; 4) monitoring of design activities [1, p. 8].

As noted by N.A. Gordeev "the student inclusion in the implementation of the project, ensuring the design skills development, activity and independence; implementation of reflection on the project activity of the student and teacher, expanding the opportunity to realize oneself as a subject of project activity" [5, p. 9].

Project activity is not only a factor determining the dynamic development of modern society, economy, education, but also as a factor stimulating the creative activity of their subjects. Project activity today is becoming an effective factor in personal development, self-development and creative self-realization, determining the degree of professional mobility and productivity.

The third pedagogical condition is the reflective position among students. Of particular importance in the education of students is reflective activity and a reflective position develops. A reflexive position is a person's position in relation to his own actions and thoughts. Modern humanistic pedagogy defines the content of modern education as value-semantic and value-oriented. In such education, value reflection plays a special role - "one of the effective ways of forming and developing a system of value orientations, the ability for critical self-analysis" [13, p. 41].

Reflective activity is of particular importance in the education of students. Reflection, according to O.V. Berezhnova, "an indicator of the subjective and the ability of an individual to identify and relate himself to the ideal image of a competent specialist" [4]. Reflection is active in nature. Of particular

importance are reflective diaries, fulfillment of pedagogical tasks, analysis of scientific articles, reflective lectures, seminars, reflective workshops, etc. The most commonly used incentives for putting people in a reflective position are: business and role-playing games, reflection training, and programs for monitoring students' actions.

Professional reflection promotes awareness, comprehension of one's activities, search for ways of self-organization, self-improvement, and self-realization. Consequently, in the process of preparing students for professional activities, it is necessary to organize reflexive interaction, use value-reflective support and support for various types of activities, including those specific to cyberspace [4, p. 6].

On psychology and pedagogy lessons, different types of reflection were used. We studied the features of reflection of first-year students of cultural studies, choreography, and conservatory faculties, using self-assessment tests, questionnaires, mind maps, and pedagogical clusters revealed that the creative activity of students is characterized by a focus on professional activity.

Students are most interested in analyzing scientific articles using the proposed algorithm. They also critically analyze projects of various types. We used the "Method for determining the level of reflexivity" by A.V. Karpova, V.V. Ponomareva – a psychometric method for diagnosing an individual measure of the of reflexivity development.

In the educational process, reflexive interaction was organized, value-reflective support and value-reflective support of activities were used. The value-semantic potential of the individual develops through reflexive dialogue. It performs analytical, heuristic, interpretive and other functions. Reflective support in the interaction between subjects of the educational process contributes to the socialization of an individual.

## RESULTS

Project activity involves independent, creative activity. Working on a project helps students put into practice their knowledge gained in lessons, get the ability to convince others, creatively solve complex problems, and feel confident in their abilities. The themes of the projects carried out by first year students of the correspondence department of the university of culture are relevant and interesting: "Self-education program", "Teenager and the law", "Health and dance", "The most popular books", "The history of one photograph", "Museum and digitalization" , "History of the country in postcards", "Digitalization of education: pros and cons", "Inspiration", "Our New School", "Children's crime: where is the way out?", "Drugs and children: how to preserve the future?", "Pedagogy of goodness", "Creativity and art", "Cultural creative technologies", "Pedagogy of art", etc.

Some examples of video projects created by students: The video project "Star to the Hero" (authors: O.A. Ishimova, O.V. Arapova) was created as a result of the social and patriotic event "Star of the Hero" dedicated to Victory Day, organized by employees of the Kassel Pavlenkovsky Model Library, museum, schoolchildren of the Kassel school (Chelyabinsk region, Nagaibaksky district, Kasselsky village). All residents of the village of Kasselsky participated in the project. Meetings were organized with relatives of participants in the Great Patriotic War and nameplates were installed on houses. The video project is a historical memory.

Video project "History of a museum exhibit" (author: N.S. Shreiner, Tyumen region, Uporovo village, the Uporovo Museum of Local Lore, Hall of Military Glory). The virtual tour is dedicated to fellow countrymen. The project theme: "Bach against gadgets" (authors: Tatyana Bakancha, Daniil Kotyshev, Anna Beshpalova, Valeria Ilyina). The relevance of the project is due to the crisis of modern mass culture, increasing aggression in society. It

destroys the spiritual and moral traditions of our people. The goal of the project: to introduce children to the work of the great composer, to form values. Objectives: 1) cultivate love and interest in music; 2) to promote the education of truly artistic taste and culture; 3) to promote the personal development. The target audience: parents and children 6+.

As a result of project creative activity, a creative position is formed, new spiritual and material values are created. Students consider the prospects for project activities in educational work to be modeling of pedagogical situations. The extracurricular activities promote the civic responsibility, citizenship, and positive social guidelines.

## CONCLUSIONS

The students' education system is closely related to their future profession. The Chelyabinsk State Institute of Culture trains competitive, mobile, responsible, creative specialists. They are ready to fulfill their professional duties.

By engaging in design activities, students gain social experience and develop sociocultural and professional competencies. Undoubtedly, active participation in the organization of traditional events contributes to the professional patriotism.

The first year bachelor's and master's students were asked to evaluate the importance of design and reflective activities. The understanding of the category project, design activity, reflection, reflective activity is clear for the students' majority (89%). Students understand the essence of these terms.

Professional reflection promotes awareness, comprehension of students' activities, search for ways of self-organization, self-improvement, and self-realization. Consequently, in the process of students preparing it is necessary to organize reflexive interaction, use value-reflective support and support for various types of activities, including those specific to cyberspace [4, p.6].

Analysis of the results of the survey of respondents led to the conclusion: it is necessary to encourage students to achieve professionalism and understand the importance of the profession, to cultivate professional patriotism, to develop leadership qualities, the ability to adequately represent and to defend their position and profession.

Reflective-evaluative technologies and project-based learning technologies continue to be of particular importance in personal development and overcoming intellectual passivity. In our turbulent times various conflicts and armed confrontations are intensified throughout the planet and people move increasingly into the virtual world. The critical thinking, creativity and art awaken good feelings, hope and faith in the future in the human soul.

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