

# The "Project Management" Program: Technologies for Implementation



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**Abstract:** For practical implementation of a model of organizing individual creativity of cadets in the educational process of a military higher education institution based on project activities, the "Project Management" program was developed and implemented for members of the experimental group. The purpose of the program is to develop the individual creativity of cadets in extracurricular project activities. Cadets' individual creativity is considered as a personal intellectual and practical activity, aimed at creating new individual and socially-significant values, where a cadet acts as a subject of creative development. Axiological, cognitive-creative and operational components are distinguished in the structure of individual creativity.

**Index Terms:** cadet, creativity, extracurricular project activities, individual creativity, individual creativity implementation criteria.

## I. INTRODUCTION

In modern conditions of social development, the "learning through life" model can be realized due to the individual's creativity, creative thinking, abilities and aspiration to self-improvement, willingness to take responsibility. The main value of society is its citizens, and the task of state and public institutions is to create the most favorable conditions for self-actualization and development of creative abilities of all its members.

Modern requirements for the educational process in military higher education institutions are aimed at the formation of not only the desire to master the profession but also "ideological position, professionally-important qualities, general culture" through "coordinated actions of military authorities and officials at all levels of training and education of the personnel; ensuring continuity and a comprehensive approach to work with different categories of personnel, a combination of measures of collective and individual impact aimed at comprehensive moral, spiritual and physical development of soldiers", as well as "the presence of trained personnel and necessary relation to the material base of the work with personnel" [1].

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depends not only on the state policy in the field of education but also on their own active position. This includes a young person acting as a subject of their own formation and development.

Modern higher education and Federal State Educational Standards provide an opportunity for cadets at a military higher education institutions to demonstrate and realize their own creative potential, considering their personal orientations and needs. Therefore, it is necessary to use active forms and methods, including the project methods, in the educational work of a military higher education institution.

## II. LITERATURE REVIEW

The study of the individual creativity organization for cadets in the educational process of a military higher education institution on the basis of project activities is reflected in the works of Russian and foreign scientists. The works are devoted to the specifics of the creative process, the process of individualization in education, problems of the educational process, project methods as a means of personal creative development. However, the problem of scientific substantiation for the organization of cadets' individual creativity in the educational process of a military higher education institution in the context of extracurricular project activities is the least studied in pedagogical science. The clarification of the "cadets' individual creativity" concept requires the consideration of the definitions of "individual", "creativity" and "creative personality". This problem was developed in the works of philosophers, teachers and psychologists. The Russian tradition is represented by the works by G. S. Batishchev, P. P. Blonsky, L. S. Vygotsky, V. N. Druzhinin, A. N. Leontiev, V. A. Sukhomlinsky and others. Among foreign researchers, one can name E. Bono, G. Guilford, A. Maslow, W. Sandler, etc. B. G. Ananyev [2] noted that "creativity is the process of objectification of the inner world of a person. The creative expression is an expression of the integral work of all forms of human life, a manifestation of one's individuality". N. A. Berdyaev [3] considered the personality as a creative act. A. G. Asmolov [4] presented his views "on a person as an individual in the system of biogenesis, a human being as a person in the system of sociogenesis, a person as a personality in the system of personages". The individual creativity concept was developed by N.M. Voloshina, V. N. Druzhinin, B.M. Teplov and others [5-7].

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## III. PROPOSED METHODOLOGY

### A. General Description

Based on the analysis of literature, in our study, individual creativity is understood as the intellectual and practical activities of an individual, aimed at creating new individual and socially-significant values. In such activities, a cadet acts as a subject of creative development. For a deeper understanding of the individual creativity phenomenon, the following components are highlighted: axiological component, which leads to the consideration of the scientific knowledge on the role of values and creativity as a value in the coordinate system of the individual; cognitive-creative component, which contributes to the scientific comprehension of the creative self-development of the individual in the system of educational activities; operational component, aimed at theoretical justification and practical implementation of effective methods of educational activity organization at a military higher education institution through individual creativity of the cadets [8].

We have determined the levels of educational process implementation: higher education institution, faculty, department, course (division). The Course Director and Course Officers implement the goals and objectives of extracurricular educational activity in individual and group interaction with cadets, directly acting as carriers of professional traditions, norms, knowledge, practical skills.

The extracurricular project activity is understood as a process of individual productive activities, involving the step-by-step formulation of the problem, search for information, project planning, design and implementation of the creative individual project of a cadet in the system of educational activity of a military higher education institution [9].

The following constituents are distinguished in the content of extracurricular project activities of cadets: the target, search, planning, design and presentation components. Due to the diversity of social life and sphere, there are many different classifications of social projects based on different aspects, which are given in the study. Extracurricular project activities implemented in the educational process of a military higher education institution are based on creativity and creative potential of individual cadets. The implementation of project activities in the context of cadets' individual creativity in the educational process of a military higher education institution provides for the following stages: problematic and target, creative, presentation. Objectives of the project activity implementation in the context of cadets' individual creativity in the educational process of a military higher education institution are represented in particular roles in the logic of extra-curricular creative project: motivational, informational, organizational and activity-oriented, self-actualization [10].

### B. Algorithm

Theoretical fundamentals of studying cadets' individual

creativity are based on the systematic, activity, anthropological and personality-oriented approaches. These approaches allow us to develop a model of individual creativity organization for cadets in the educational process of a military higher education institution on the basis of project activity.

Based on the scientific literature analysis and systematization, the individual creativity organization model for cadets in the educational process of a military higher education institution has been developed. The model relies on project activities, represented by three blocks: methodological, organizational-activity, effective. This involves practical gradual steps aimed to achieve the goal of the study, integrating both traditional educational forms, methods and means of influencing the personality of a cadet, and the use of the project method [11].

The individual creativity organization for cadets in the educational process of a military higher education institution on the basis of project activities relies on the following principles: individualization (creates optimal conditions for the disclosure, development and implementation of the creative potential of a cadet based on the individual qualities by means of project activities, including the introduction to scientific creativity); activation (involves the implementation of individual creativity of cadets in the educational process of a military higher education institution through the choice of "non-trivial strategy of creative thinking "(V. G. Razumovsky) on the basis of the project activity); self-education (prepares cadets of a military higher education institution for creative self-realization and personal responsibility in project activity in the extracurricular educational activity conditions). For the sake of comprehensiveness of the study, the criteria and indicators of individual creativity organization for cadets in the educational process of a military higher education institution have been determined [12].

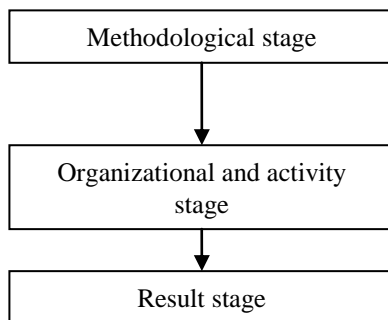
The experimental work included conducting ascertaining and forming experiment. In the course of the ascertaining stage, the diagnosis aimed at identifying the following has been conducted [13-15]:

- levels of objective, symbolic, imaginative thinking and creativity using the Test for Thinking and Creativity developed by G. Bruner;
- creative potential level using the Self-Assessment of Individual's Creative Potential Technique (N.P. Fetiskin, V. V. Kozlov, G. M. Manuilov);
- value orientations using the Value Orientations Technique (terminal values) developed by M. Rokich.

Let us present diagnostic tools based on the selected components/criteria/indicators of the individual creativity organization for cadets in the educational process of a military higher education institution on the basis of project activities, which was used at the ascertaining stage of the experiment (Table 1, Figure 1).

**Table 1: Diagnostic methods used at the ascertaining stage of the experiment.**

Components	Criteria/Indicators	Diagnostic method
<b>Axiological</b>	<u>Value:</u> - cultural ideals and spiritual needs; - creative interests and values; - personal beliefs, creative position and motivation for implementation in project activities	Self-Assessment of Individual's Creative Potential (Fetiskin, Kozlov, Manuilov) Value Orientations (terminal values) (Rockich)
<b>Cognitive-creative</b>	<u>Creative:</u> - creative potential; - self-actualization of creativity; - formation of creative thinking	The Test for Thinking and Creativity (G. Bruner)
<b>Operational</b>	<u>Activity:</u> - masters project activity(ies); - applies in practice the knowledge about planning taking into account intellectual abilities; - uses technical skills and tools to work on projects	Expert evaluation of individual projects carried out by cadets



**Fig. 1:** Model organization based on project activities.

**IV. RESULT ANALYSIS**

For the practical implementation of the model, at the forming stage, the "Project Management" program was developed and implemented for the members of the experimental group. The purpose of the program was the development of cadets' individual creativity in extracurricular project activities.

The tasks were as follows:

- to identify the essence of social and business projects and project activities;
- to master the basics of project activities and business planning development;
- to consider individual creativity as the basis of project activities;
- to master the forms and methods of modeling project management processes based on individual creativity.

Duration of the training was 72 hours with the training mode of three hours four times a month.

The practice of project activities implementation and their impact on the individual creativity of cadets of a military higher education institution should be scientifically justified

taking into account the use of pedagogical technologies in educational work, as well as experimentally confirmed methodological recommendations for this contingent of students.

As part of the experimental work, the cadets developed and defended a number of projects, including "Open education: TV school", "Small Intellectual Games", "Guinness Project", "Officer' Life and Career", clip projects, quests, etc.

At the end of the forming experiment, the final diagnosis was carried out using the same methods as at the ascertaining stage of the experiment.

**V. CONCLUSION**

Cadets' individual creativity is considered as an intellectual and practical activity, aimed at creating new individual and socially-significant values. This includes a cadet acting as a subject of creative development. Axiological, cognitive-creative and operational components are distinguished in the structure of individual creativity.

Individual creativity of cadets is carried out in the educational process of a military higher education institution. The specificity of it is the normative regulation and closed educational environment. The content of the project activities is implemented through the implementation of cadets' individual creativity in the form of social projects aimed at developing a professional career strategy. In the implementation of project activities in the context of cadets' individual creativity, the following stages can be distinguished: problematic and target, creative, presentation.

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The following functions of cadets' individual creativity have been highlighted: motivational, informational, organizational and activity-oriented and self-actualization.

The criteria of cadets' individual creativity implementation are as follows: value, creative, activity. The criteria have been developed and implemented as a set of conditions.

The results of the experimental work prove that the effectiveness of the implementation of the individual creativity organization model for cadets was provided by the following pedagogical conditions:

- introduction of cadets to the ideals of the world and national culture;
- formation of social orientation by means of project activity;
- self-development and self-realization of a cadet personality;
- motivation of cadets to meet their creative interests and spiritual needs by means of project activities;
- creation of a comfortable psychological environment for cadets, allowing the, to recognize individual creativity as a personal and intellectual value;
- integrated approach in the application of educational influences, which enables the practical implementation of the individual creativity of the subject education, taking into account individual psychological features of each young person;
- implementation of subject-subject interaction in the educational process of a military higher education institution for the development of cadets' individual creativity;
- creation of a research field for creative self-realization of cadets and the use of results of project activities in practical educational work.

Individual creativity directly depends on the active subjective position, when a young person acts as a subject of their formation and development.

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