

## ELECTRONIC MEANS OF TEACHING STUDENTS PROJECT ACTIVITIES

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Teaching students project activities is observed in addition to the wide range of spheres of their future careers. We focus on the following criteria of success:

- 1) the use of the best practices of the sphere observed;
- 2) the generation of new idea (at least subjectively new);
- 3) the availability of the idea realization plan.

We present a technique which supports project work of students in accordance with the above criteria.

The samples that students will assume as a basis for their project work, will in many ways determine the result. It is important that students not only choose the right samples, but also analyze them. That's why besides certain search engine (on student's choice), it's proposed to use the software for the construction of mind mapping. We used a package of FreeMind (distributed under the General Public License) [1]. The visualization of the maps presentation helps students to generate their own ideas, and the teacher can more accurately estimate and adjust the work of the student.

Once the idea is formulated, it's the planning of activity, that allows to believe in its realizability. As a rule, it's quite difficult for students. The teacher not just tells about the approaches to planning, but also offers students to use the appropriate tools. It appears reasonable, for example, to use Microsoft Project (the university has an annual subscription to the licensed Microsoft software according to the School 3 Agreement). And it's not only the planning of activity categories, that is important, but also the planning of resources, particularly, of time. The Microsoft Project Package demonstrates how the results of one work affect the success of the next one, as the time of the execution of one work affects the entire project.

It should be noted that during the project activities training, students often have difficulty with the transition from the results of the best practices analysis to the generation of their own ideas. Even more difficult is the transition from the formulation of a certain idea to the creation of its implementation plan. For such a transition one's own means are needed, for example, the maps of ideas «ExploraTree» [2]. But the most interesting as a link between the results of the analysis of current practices and planning one's own activities at this stage we consider to be the OmegaMepping method [3]. Students begin their intellectual work from two points of the "Alpha" (starting position: the problem, the available models, ideas, etc.) and "Omega" (the ideal vision of the end result, the criteria for its positive evaluation, etc.). From the points "Alpha" and "Omega" the analogues of the classical mind mapping are built. The goal is to find a sequence of key concepts and connections that will determine the way from "Alpha" to "Omega". OmegaMepping can demonstrate the existence of a break point of the situation "unsolved problem" – "solution", and then – the idea of the "jump" to bridge this gap.

The method proposed has proved to be viable during the students' study of the speciality "Computer Science" of the course "Methods of teaching of mathematics and computer science", and other disciplines.

### References:

1. FreeMind URL : [http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page) (date accessed : 4.10.12).
2. Exploratree URL : <http://www.exploratree.org.uk/> (date accessed : 4.10.12).
3. Центр личного развития «Dextera Training» URL : <http://dextera.ru/> (date accessed : 4.10.12).

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