

# Project Activities on the Path of Natural Science

Anna Telegina

**Abstract.** As I walk the path of natural science with my students, I am guided by certain beacons that keep us from losing our way. In project activities, these beacons are especially important, so I will elaborate on them using the example of working on projects.

The specifics of project activities imply the presence of interest and personal motivation among students. Of course, this motivation might be solely driven by a grade. And, although a good grade from a friendly teacher is already a lot, I will try to uncover deeper motives that contribute not only to the success of project activities, but also to the internal strengthening and development of students, as well as their relationships.

The most important principle of motivation is the sense of freedom that arises as soon as the students choose their topic. Subsequently, when working on projects, we tirelessly identify, acknowledge, and correct errors and contradictions – whether our own, the students', or those of information resource authors. This not only enhances the quality of the project but also introduces openness, trust, sincerity, the joy of labor, and mutual support into the collaborative process. Identifying contradictions helps determine the true value of the work, eliminate empty formalities, and focus on the essence of the project. Over several months of such work, students gradually delve deeper into the chosen topic and also gain a better understanding of themselves, their classmates, their teachers. Students get sick less often, prepare for lessons and present at the board more calmly, navigate information flows more confidently, and improve their attitude toward learning and the ability to delve into interesting questions. The conclusions drawn in project work are immediately applied in their lives, and the acquired value is enthusiastically shared during report presentations. All listeners of the reports, including the 10<sup>th</sup> and 11<sup>th</sup> graders themselves, teachers, and administrative staff, were pleasantly

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surprised and delighted by the students' achievements, which led to the idea of sharing such a successful experience. The listed principles can be successfully applied to any learning activities, be it in schools, in educational centers, in groups and individually, in-person and remotely.

Anna Telegina  
"Mathematics as Science Language"  
Moscow, Russia  
e-mail: [chronophage@gmail.com](mailto:chronophage@gmail.com)