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USING PROJECT-BASED LEARNING TECHNOLOGY TO DEVELOP STUDENTS' COMPETENCE IN FREELANCING IN THE FIELD OF INFORMATION TECHNOLOGY

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Annotation: This article provides proposals and recommendations on the use of project-based learning technology to develop students' competence in freelancing within the field of information technology.
Keywords: information technology, project-based learning technology, freelancing, competence.

Project-based learning technology plays an important role in conducting practical and laboratory classes on information technology-related subjects in higher education institutions. This is because project-based learning ensures equal opportunities for each student, regardless of their initial level of preparation or knowledge. Often, due to low motivation, students show less interest in creating software products using computer applications and tools. The advantage of applying project-based learning technology in practical and laboratory sessions on information technology lies in the fact that students mainly engage in designing software products — in other words, they develop various types of software. Therefore, project-based learning is considered an effective method.

In the context of the development of modern digital technologies, higher education institutions are tasked with preparing graduates who can independently search for and work with necessary information, think critically, and apply acquired knowledge in practice. If professors and lecturers effectively organize students' project-based activities, this method not only helps them apply their learned knowledge practically but also enables them to connect with the global environment and apply their skills in real-world contexts.

Moreover, discussing the unique characteristics of each technology used in project-based learning helps identify the distinctive abilities that students develop through such approaches [1, 2, 3]:

- Self-directed activity – independently determining solutions, methods, tools, and objectives;
- Communication – accepting constructive criticism, engaging in dialogue, and collaborating to find solutions;
- Simulation (game-based learning) – imitating real-life situations and problems and finding ways to solve them;
- Problem-finding – identifying and addressing given problematic situations;
- Activity-based approach – envisioning final outcomes, understanding paths to achieve goals, and selecting appropriate tools;
- Reflective skills – analyzing and evaluating one's own actions.

At the same time, the use of project-based learning technologies serves clear objectives. Some researchers define project-based learning as a method that enhances each student's self-esteem and self-confidence, providing opportunities for self-realization during the project process. This approach allows for the following achievements:

- Creating a sense of success during the project work, enabling students to see themselves as important and capable members of a team that can handle various complex situations;

- Promoting self-awareness during the project presentation, recognizing their potential, contributions, and personal growth;
- Developing an understanding of the importance of teamwork, collaboration, and mutual interaction in achieving goals during creative tasks;
- Encouraging the development of students' communication skills.

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