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Project Learning in Preschool Institutions

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***Abstract*---**Innovations in teaching arose as a need to help traditional methods and means to achieve goals that have been set, but which traditional ways of working and behaving in teaching are not achievable, due to numerous changes in the modern world. The child of the modern world requires a different approach to work, complete individualization and commitment, with unlimited freedom. In these segments, traditional teaching makes serious mistakes, which is why innovative models are needed to improve it, such as project teaching. Project learning, as an innovative model in teaching, is the topic of this paper, through the description of its requirements, purpose, the role that the educator and the child have in it. The most important answer is how important project learning is in preschool education, when the foundations are laid for further work and development of children.

***Keywords*---**innovative teaching, modern teaching, project learning, project method, project teaching.

Introduction

Decades of teaching, which have shown the best side of their impact on the education system, from the earliest in kindergartens and preschools, to the place where this process ends, and these are higher education institutions, have limited use today and this is not new when it comes to teaching. Although the teachings of Jan Amos Comenius made the biggest shift in the way of understanding and organizing education, its existence, everything he fought for gave more than the maximum, but in the modern world, modern ways of thinking and development, that is not enough. Traditional types of teaching, which still show efficiency and full functionality, should not be changed, except in conditions that are

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extraordinary, but everything else needs to be subordinated to time, its development, and first of all to technology that has reached its greatest achievements. Distance learning, if we take it as an example, is not a new concept, but rather rooted in the education system since the XIX century, but online teaching, as a product of needs and opportunities acquired by technological development, has shown that many views of teaching and its quality are wrong, and that even without "living" contact it can take place unhindered and in favor of the development and dissemination of awareness and knowledge in students (Sivarajah et al., 2019; Cao et al., 2020).

Modern teaching requires changes, adaptation, constant introduction of innovative content, methods, teaching aids, which will make this teaching interesting, attractive, and at the same time fulfill its main goal, presenting new knowledge based on known and learned, turning new into productive knowledge ready to it is used both through further education and through everyday life. Innovations and innovative models of teaching and learning itself imply promptness and cooperation of all who make up the educational system itself. From the institution, its appearance, through curricula, to educators, teachers, it is necessary to create an imitative environment that uses innovative methods without fear and prejudice, designs them and presents them through teaching, in whatever form it takes. maintained, manages to reach children who agree to follow and learn all this, with professional help or independently (Wang et al., 2018; Prencipe & Tell, 2001).

Innovative models of teaching, learning, work itself, can be numerous. Online teaching, conducted as a result of the pandemic that struck the world, showed how and how much the digital age helps to realize teaching in a completely different way, close to children, students, and in the end to achieve all planned goals: functional, educational and practical (Vilotijević, 2000). Innovation processes imply the existence of knowledge and its spread, and knowledge is a category that is constantly changing due to its spread, because it is either changing and supplementing, or obsolete, which is why changes in how to achieve it are not only desired but necessary. Their introduction encourages the achievement of the greatest and most important goal, which is to make education better, more systematic, more usable, to be open to all and accessible to all, individualized, but also unstoppable and uninterrupted. "Innovation is a condition for the school not to lag behind social and technological changes in a reality that is changing intensively every day" (Vilotijević & Mandić, 2016).

Innovative teaching models can be different, integrative teaching, project teaching, interactive teaching, and what they have in common is that they always keep up with the times, being realized through the requirements of the age in which they find themselves, harmonizing both social and technological changes. . Although each of these forms of teaching is present in our country, under these or other names, shortcomings occur in taking one form and method of work, using the same or similar means, so further development of the teaching method itself does not happen or is very slow. Project teaching, although more and more frequent in the use of teaching and extracurricular activities, still lags behind other models, often due to incomplete understanding of what it means, what goals it has and how it is performed (Schindler & Eppler, 2003; Wang et al., 2019).

Although the name itself is very well known and associative, it is not a teaching based on planning and organizing projects, widely used in all spheres of business, including education, but a teaching that uses all the advantages of the modern age to be as practical and detailed as possible. provided a natural and interesting way for students to discover and use knowledge on their own. The paper is, therefore, based on discovering the importance of project teaching, the way of its implementation in conditions that are still influenced by traditional forms of teaching and presenting the goals that are set by its planning, and implementation is achieved. Project teaching, as an innovative model in education, is suitable for application in preschool institutions, as well as at all subsequent levels of education and students of different ages, the only condition is active adaptation to the needs, interests and intellectual abilities of students (Crawford & Bryce, 2003; Schindler & Eppler, 2003).

Project teaching and project learning

The idea of project-based learning, project-based teaching and the project method originated quite a long time ago, although today we talk about it as a modern and contemporary approach to education and the way of teaching. Project learning is realized through project teaching. Researchers often change their minds and confront opinions when talking about the history of this model of teaching and learning, so we mention university professors Charles Richards and John Dewey, on the other hand we mention Rufus Stimson Stevenson (1922), but it is obvious that it is a concept that it is already deeply rooted in the teachings and applications themselves. The history of project teaching, without any problems and some major obstacles, can be traced along with the development of school and teaching. In his well-known work "Emile, or about education", Jean-Jacques Rousseau emphasized the need to reject the empty teaching mechanism and to connect teaching with the child's environment and experiences, which he explained as the need for child development during the third stage of development. see as the age of understanding science. Within this stage of development, Rousseau focused the greatest attention on achieving certain goals, and that is the influence that the child has the ability to perceive, that he is active and independent in his work. Speaking about this principle and procedure of work, he emphasized the importance and significance of excursions during which children independently discover nature, notice phenomena in it, its appearance, everything that makes a child's environment at the time of the excursion, and then talk freely with the educator, teacher or teacher observations and conclusions (Žlebnik, 1983).

Dewey's teaching and work based on research into the project method were continued and expanded by Kilpatrick and Dewey, introducing the term project teaching, known today, but also calling it the method of education through experience (Kilpatrick, 1918). Introducing research methods within the traditional type of education and teaching, thus encouraging greater student activity, physical, but first of all mental and arbitrary, Klipatrik published "Project Method" in 1918 in which he proposed four basic types of projects in teaching:

- Design project - within which it is necessary for students to transform imaginary into real, a form that is visible, tangible, that can be felt or seen,

and that can be through dramatization, some manual, creative work and the like.

- Problem project - whose task is to influence the thinking and realization of various thought processes within which thinking is educated, makes comparisons, generalizations, and conclusions. This type of project is certainly inherent and verification in the end.
- Aesthetic project - as an important step in aesthetic education that is achieved through reading, listening to reading, reciting, singing, observing a work of art and its subsequent evaluation, with professional guidance and direction, and the like.
- Specific projects within the teaching aimed at acquiring school skills and knowledge, such as writing, reading.
- Kilpatrick was not the only one to offer a classification of projects in teaching, their names, goals, and project teaching remained as a method to be used to base education on experience and independent observations and discoveries, combining numerous goals of valid teaching, with their realization in educational process.

The purpose of project teaching and project learning

Project learning takes place through project teaching, at all levels of education. Project teaching presupposes numerous competencies and expertise of educators, teachers or teachers, who are ready to develop and apply all their creative abilities, all in order to achieve teaching that achieves the most important goal of the project method, which is the emergence and development of creative thinking in children. . students. In this way, the greatest need for the existence of changes in teaching itself and its traditional trends is expressed, since it is a requirement for a functional and quality human life. "At all times of life, man needs education that goes beyond the institutions, programs and methods imposed over the centuries" (Đorđević, 2006).

The demand for modernized teaching, project learning, seen within the needs of the student and his further life, affects the change of vision and the existence of the role of teachers, ie educators, in the case of preschool. Although teaching in POV takes place mostly through play, through research and with great encouragement of creativity, curricula significantly hinder and impede the progress of modern teaching, because monitoring the curriculum takes away time that the educator would use to design. all methods, use of teaching aids and situations that would be aimed at the best possible realization of the project or any other innovative model of learning and teaching. "Dealing primarily with the material, not the student, the teacher was a teacher or didactician, not a teacher, in teaching he focused on didactic methods, and neglected general educational methods" (Suzić, 2010). In this statement by Nenad Suzić, the best barriers that exist in traditional forms of teaching, which are still in use, are recognized in most cases.

The situation is the same at the preschool level of education. The educator is focused on achieving the curriculum instead of the learning process itself, which would contribute the most to achieving the set goals. Project learning and project teaching, excluding didactic and gradual following of rules, for the benefit of

children, but without violating the good sides of traditional teaching, makes an opponent of traditional models and methods, precisely because of its great purpose (de Los Rios et al., 2010; Ojiako et al., 2011).

In their planning and implementation, project teaching and learning is the most complex form of acquiring knowledge and skills, through thought processes, activities of children / students and educators / teachers, independent work, use of already acquired knowledge and skills, to the final observation and conclusion which has been seen and tested by experience. As part of the acquisition of knowledge, project teaching and learning include checking the achieved goals through the evaluation of the achieved results, by concretizing in solving problems. The purpose of this method of teaching is not only the acquisition of new knowledge through creative, creative expression and such activities of children and students, nor the knowledge of some new things, but it is important to reach practical goals, which is to apply what is known and learned in new subjects. new situations, both in the given, but also in all living conditions. The purpose and significance of the project method are fully met only in cases where the acquired knowledge is absolutely applicable. Innovation is obvious in the needs of this method, because the direction of education and the educational process turns to almost complete training and independence of the child, which traditional teaching has often been able to ignore. This need is especially emphasized at younger ages, such as preschool, when the child needs to be well and well prepared for the changes that come with starting primary school, which are not exclusively related to learning and new ways of presenting knowledge, but also social character.

Modern teaching trends, its innovation, are directed towards the needs of creating an individual who is satisfied, ready to decide on his life in all everyday and crisis situations, with independent reasoning and reasoning, using critical thinking. With the growing encouragement of teaching that mimics creativity and the development of creative abilities in children, thus achieving the highest educational goals, modern teaching implies the introduction of changes from the beginning, and as preschool education is most important, since healthy foundations are laid and necessary knowledge and skills, the purpose of project teaching and project learning becomes most achievable in the preschool age of children. In learning through play and fun, within an environment that is pleasant to live and work, with high expertise and competencies of educators, the project model of teaching and learning come as the best way to unite quality and superior development for every child, because it is based primarily on individuality and the needs of each child individually (Kasirah et al., 2021; Labunets et al., 2021).

In order to achieve its purpose, creating creative thinking in children, ie. students, project-based learning requires that goals be achieved quickly and efficiently. It is a process that is clearly and purposefully directed, with the use of certain means and with a pre-planned organization of events and performances. The project in any teaching, whether at the level of a preschool institution, in primary or secondary school, can be organized as research, development or innovation. Any of them require the same, and these are practical actions and independent thinking, but not only by children or students, but also by educators

and teachers, which brings back to the fact of the need for change in the system of work and organization, to adapt the role of teaching staff to innovation and modern teaching. In this organization of work, the full effects of project teaching and project learning can be seen, their purpose, which is far more extensive than the purpose and effectiveness of traditional models of work. These effects are seen on several levels:

- Improving educators. Project teaching and learning do not represent a change in the work and thinking of children, but also in the way educators plan and work. Project teaching works for everyone like a challenge that in this case strengthens morale and willingness to work, discovering new teaching aids and methods, new ways of perceiving problems, which leads to different, clearer and improved teacher-child-parent communication, thus achieving a more pleasant work environment, encourages a "hunger" for new knowledge, strengthens the personality of educators and creates a favorable situation for creating a team spirit and a sense of belonging for all.
- Socialization of students. Preschool education is aimed at acquiring some practical habits and skills, acquiring knowledge about concepts and subjects, as laying the foundations for starting and quality work in the first grade, but it is mostly focused on the socialization of children. Project teaching and project learning are making changes in socialization itself, accelerating it. When organized, this kind of learning is a collective, team work, from beginning to end, ie. from the design of work, planning, organization, to implementation and final examination of the results obtained by this method. All extroverted and introverted members of the group participate, with transparency and complete equality. With this method of work, first of all, socialization is carried out in its highest possible form.
- Combining practice and theory. Traditional teaching often involves presenting and disseminating ready-made knowledge. Modern teaching in this form of learning and cognition of the world around them, especially in childhood, sees a big mistake, because such knowledge is harder to accept, master, since it is not understood and not supported by experience. Combining all or as many senses as possible in solving a task, ie a certain problem, project teaching presupposes independent reaction, independent work and a thought process that reveals step by step parts of the task that children deal with, using discoveries of other group members, which gradually leads to conclusions. . In this way, through one's own experience, which is realized through work from the very beginning, one gets knowledge that becomes part of long-term memory, usable in other school conditions, when it builds on future knowledge and most importantly, completely usable outside preschool, in everyday life. That is why every preschool institution is obliged to provide those primary sensory experiences and independent work, and that is provided by project teaching and learning.
- Motivation. Any process that happens, especially aimed at children, if it does not have motivating factors, then it is unsuccessful and does not lead to the achievement of the necessary goals. Project teaching and learning are exclusively focused on the internal motivation of both children and educators, which makes it successful. While for the teacher it is personal improvement, a sense of satisfaction after successful classes and excellent

results, children's motivation is in positive emotions encouraged by independence, understanding of what is learned, as well as praise from educators, and serve as a reward at the end of the task. Project teaching does not use material gains in the awards, nor commenting on and emphasizing one way of thinking and solving a certain task, but assumes different ways in which children will come to a solution, where each of them is correct and deserves to be rewarded.

- Pedagogical results. Teaching and learning are aimed at achieving results that speak of independence, gaining critical thinking and logical thinking, achieving positive results during schooling, as ways to create an individual that is useful to themselves and their society. Project teaching achieves greater pedagogical results, and that is stimulating and effective development and progress that continues during the completed process of education, since its practicality and functionality are always in the first place.

Development of abilities in preschool children

Teaching is a very complex system, in which numerous goals, programs, plans, activities are intertwined, within the expertise and competencies of those who achieve it, in order to achieve the necessary results and the goal itself - proper and healthy development of every child in her included. As already pointed out in the paper, teaching should be subordinated to the child, ie. the student, his interests, age and psycho-physical abilities. Traditional teaching is often not realized in that direction, because it is not sufficiently individualized, and the program that is set often shows inflexibility. Project teaching, as a model of innovative teaching, at that moment serves as an aid to use all its potentials and focus on forming a person who is mature and independent. Although the ways of planning and conducting project teaching differ from the type of institution in which it is applied, whether it is preschool, primary or secondary school, there are no different goals aimed at developing certain skills. Project teaching has the greatest influence on the development of thinking, its breadth, ubiquity, great comprehensiveness, logical and systematic way of thinking. Therefore, its goals are focused on the development of certain characteristics, ie abilities, and most of all on the development of originality, flexibility, fluency, sensitivity and structurality. The goals aimed at forming a person who possesses such characteristics are aimed at developing a child who becomes aware of himself, his possibilities, but also potentials, a child who easily takes the initiative to overcome obstacles that come his way, but not bypassing them, but with detailed analysis and thinking, which lead to a complete solution to the problem, so that it does not return and does not recur, with the acquisition of knowledge and skills that help meet new obstacles that require acquiring new, but also active use of knowledge and skills already learned.

Within such a model of teaching, the use of acquired knowledge is assumed, but mostly the use of creative thinking and implementation of different ideas, until one shows his complete success in solving a particular task. In this way, full interaction with other children, objects, the environment that surrounds the child is achieved and the best opportunity for complete communication is realized, which becomes obligatory, unavoidable, which means that no child is neglected.

Neglect can be a product of traditional teaching in preschool institutions, because group work turns into work with children who think and conclude logically faster, and first of all who are at a higher level of intelligence, which leaves other children aside. There is the biggest trap of traditional teaching, which can be prevented only by professional and competent educators, and project teaching is proving to be a great way to do that in modern times. The process of acquiring new knowledge in this model of teaching, their discovery and independent application, must always be accompanied by convergent and divergent thinking, and for both to create favorable conditions that are the result of the work and labor of the educator. Project teaching and learning are realized by applying the project method, ie by implementing a certain project in working with children (Bravo & Gámez, 2021; Sanchez et al., 2020).

The role of educators in project teaching and learning

An educator is a person who implements project teaching in his group, in his work and in planning activities with children. His role is not only to implement, but also to possess the ability, knowledge, but also the will and motivation to apply the project method, ie. organizes, so that his role is organizational and managerial, because he monitors and directs the complete process from the beginning to the end. That is why Krnjaja and Breneselović distinguish three phases of the project:

- Phase 1: opening of the project (educator encourages children to present ideas related to the project, to define the problem, and parents are involved).
- Phase 2: development of the project (specific research is conducted in the kindergarten or local community, with the help of parents and educators).
- Phase 3: closing the project (children present conclusions and impressions, project presentation is prepared and the educator evaluates the project and reflects) (Breneselović & Krnjaja, 2017; Janković, 2018).

Innovation in the personality of educators, unequivocally must be accompanied by expertise, method, excellent knowledge of pedagogical and didactic rules and advice, and these are the best foundations that create a brave educator to use in their work systematically, carefully, even those methods not implemented before in practice. Project teaching is research for children, but even more research and study for educators. Planning project teaching and learning is not easy, since it is not like the traditional model set to solve problem situations in a certain way, in order to achieve certain goals and meet them. The tasks set in the project method are important to suit the age, abilities of children, which is why it is an individual approach to each child, and the further course, when the planned task is presented to children and start solving it, their thinking, behavior and actions. they are not subject to strict rules, but are supervised unobtrusively and without any pressure on the child.

Acquired knowledge, their use in solving a particular task, can not be fully described and assumed by planning classes, because it assumes only the fact that each child will find a way to come to a solution, and that each of these ways should consider, describe and to reward. The important role of educators in the whole process is evaluative, because the results are constantly recorded, in order

to understand the nature of the child, his way of thinking, see progress, but also find a valid way to reward, not material, but on an intangible level higher than anything visible. and tangible. The organizational role of the educator includes designing the task, communicating with the children to present the task, making it interesting for research, which provides the necessary motivation for work and activity, but also influencing all factors that the educator can influence. Project teaching and learning, more than ever, shows the accuracy of Herbart's claim that the worst sin of teaching so far.

The role of the educator is to completely control the atmosphere among the children, but also the atmosphere of the environment in which they live and work, whether it is a classroom, yard or where project teaching is already taking place. In order for a child to progress, it is necessary to use all the potentials he uses, and that happens only when the environment that places him in the position of a passive recipient of ready-made knowledge changes (Veselinov et al., 2018). To a large extent, the educator can influence the space and environment in which he learns, the relationships and events that are created during that process, as well as the learning time itself (Amori, 2021; Widana et al., 2020).

What the educator cannot influence are the genetic predispositions of the children, material possibilities, social status, as well as the intelligence of the child. Factors that are beyond the reach of the educator can, however, to some extent be monitored and changed in a more favorable direction through regular, open and meaningful communication between educators and parents / guardians, which project teaching envisages. The whole meaning of project learning in a preschool institution is the education of the child's opinion, encouraging his creativity and freedom, especially when it comes to interpersonal relationships and the way of communication. That is why the obligation of good communication at all levels that concerns every child is assumed, and parents are an unavoidable and most important factor. Therefore, project implementation, project methods and learning are desirable at all educational levels. In preschool institutions, they can be based on almost all types of activities, from learning basic mathematical concepts to getting to know the environment. Čižmešija distinguishes 4 phases of the project that is realized in the realization of mathematics teaching:

- Zero phase: project preparation phase (from topic selection to spatial organization and resources).
- First phase: Problem setting (the problem must be related to the real environment, it must be complex and clearly formulated, ideas must be grouped and classified, and participants must be divided into groups).
- Second phase: Project elaboration (project realization).
- Third phase: Integration of the obtained results.
- Fourth phase: Mathematical contribution (obtained results are related to the material of mathematics, and the obtained mathematical results are summarized. The product of the project can be: billboard, poster, scheme, teaching aids for other children, etc.) (Dumičić et al., 2006; Janković, 2018).

Since preschool children in mathematical activities must inevitably encounter problem situations that they need to solve, they also develop their ability to solve

problems. Janković in his work "Project method in the activities of acquiring mathematical concepts" emphasizes the importance of understanding the differences between tasks and problems: he considers the task a broader concept that includes performing already known procedures for solving it, while the problem is more complex and difficult to solve because it requires a new approach. with something unknown (2018: 82-83). Hence, the educator must form general goals (individuality, sociability, creativity, emotional stability, encouragement of physical development) and special goals (what he wants to achieve with the project, ways of project realization, correlation with other areas, time). During the realization of the mathematical project in the activities of development of mathematical concepts, the following special goals can be singled out:

- Development of mathematical concepts
- Recognizing the complexity of the problem and its connection with mathematical theory
- Developing teamwork skills
- Developing decision-making skills individually and in a team
- Developing the ability to think critically towards oneself and others (Janković, 2018)

In mathematical projects, it is necessary to always point out the mathematical contribution of the project at the end of the project. "The adoption of mathematical concepts by the project method should develop children's critical thinking, problem-solving ability, teamwork ability and decision-making ability". Although the project method in the activities of acquiring mathematical concepts implies additional efforts of educators, children and parents, when children and educators learn together, knowledge is acquired much easier and better. Children learn research work and thinking, their creativity is encouraged and they acquire mathematical knowledge. Enables two-way communication through activities. The educator encourages children to work and think, and children at each stage of realization receive information about the validity of their work, while being encouraged to be critical and self-critical, provided that the educator does not cross the line and takes full control of experiential learning activities.

The role of the child in project teaching

The role of the child, although it is not in traditional teaching, is not static, but completely active and constant, through work, effort and thinking. For that reason, a pleasant atmosphere is created for work, with the design of tasks that are interesting and properly motivated, through which knowledge and skills are acquired that in themselves have a motivating effect in the future. Within the project model of teaching, the child works in cooperation with the educator, from the organization, through setting conditions for accomplishing the designed task, through implementers, evaluators, all the way to decision makers, recognition of new knowledge and their application, to verification and confirmation. Set in this way, the role of the child in project teaching requires an educator who is not only professional, but aware of their knowledge, abilities and ready to constantly learn and develop their abilities, but also aware of the child of the modern world. Howe and Strauss talk about the needs of children and students of the new millennium

Howe & Strauss (2000), as generations that emerged from the way of different communication, everyday functioning, which is a product of new media and information and technological achievements and progress. Therefore, it is important to observe their development, possibilities, predispositions, but also the ways in which it is necessary to motivate them for experimentation and independent discoveries in the entire schooling process.

The role of the child, as it shows, is not in any subordinate relationship, but in joint work with the educator, who remains an authority, but not in the sense that traditional teaching has propagated. The educator creates an environment in which there is respect and understanding, without any fear of authority, which is a way for the child to achieve cooperative work with him, with the application of his experiences and knowledge quite freely. The only limitation of project teaching is time, as already mentioned in the paper, so it is important to design it in the best and most efficient way, and the results themselves become an indicator of the direction in which further teaching takes place and how to work. The obtained results do not speak about a group of children, but about each child individually, which makes it perfect for further goals that are set according to the needs and potentials of each child. When both of these roles are fulfilled in a valid way, the individual is brought up who is ready for all the challenges of primary school, but also some extracurricular situations and relationships, without feeling fear and restraint, to experiment independently to reach a solution that is most favorable at a given moment. Project teaching and learning, viewed and implemented in this way, are aimed at the development and education of an individual who is ready to think independently throughout his entire life (Vlajkovac, 2012).

Conclusion

"A traditional school based on the reproduction of facts is not such a powerful and stimulating learning environment as a school that bases its teaching on student activities. Autonomy and independence in learning strongly motivate students. In traditional teaching, the teacher teaches the material, students learn and repeat it, the teacher evaluates what has been learned. This position of the teacher hinders the students more than it can encourage. ”(Vlajkovac, 2012: 400)
The project method of teaching in the phase of preschool upbringing and education, that is, in preschool institutions, is based on the interests of children, encouraging independent and voluntary activities. Acting independently in solving the presented tasks, children in completely different, and sometimes similar or identical ways, come to information about the object or phenomenon, which helps them understand them, solve the required task, and then use the acquired knowledge for further activities unrelated to subject of project teaching. This way of working creates independence and stability of the child's personality, motivation with personal knowledge and discoveries, and achieves purposeful cognitive activities in children. However, the changes that occur due to the use of the project model of teaching are not exclusively aimed at children, but also at educators who develop their professional and personal abilities, rediscover new motivations for work and success, which leads to changing attitudes about innovations in preschool teaching. and their needs for achieving results that cannot often be assumed through traditional teaching.

The most important goal of education is not to acquire the knowledge needed for current schooling, or reproduction during further schooling, the goal of education is to enable young people to continue to learn and think creatively when they leave the education system (Freeman, 1995). Project teaching is also oriented towards this, whether it is realized at the youngest or older ages. The paper points out the disadvantages and omissions that traditional teaching achieves in the modern school system, which is why it is necessary to implement a number of innovative methods that are available and have long been used, to a greater or lesser extent, in our country. The project method is only one part of the innovations that have been introduced in the school system, and which is the most important to apply at younger ages, especially in preschool, but also in the lower grades of primary school. As presented, project teaching and learning influences the education of thinking and logical thinking, the encouragement of creative thinking and freedom, as the most important categories in the growth of each individual. Raising a child who is not scared and who can freely manage within the framework of solving a task, has the greatest impact on independence, self-confidence and security, but also openness in the social sense. Although these are all goals set by traditional teaching, its achievements in modern society are not enough to achieve them, while in conjunction with project teaching and an educator who is professional and open to innovation in teaching, their daily achievement is not only possible. , already visible. The project method in teaching is full of challenges, interesting approaches to planning, organization and implementation, which is why its advantages should be used as motivation for the work of both educators and children.

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