Formation of Project Competence of Future Teachers of Foreign Languages

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Annotation: Determination of the project competence of a teacher of foreign languages determines its structure, presents a model of its formation, and highlights the criteria for assessing the level of formation of this competence. Particular attention should be paid to practical tasks that prepare future teachers for the organization of project activities in the Russian language. It is necessary to reveal the importance of the formation of the project competence of the future teacher in the context of the introduction of new educational standards and consider the content and structure of this competence.

Keywords: educational process, professional training at the university, innovation, project competence, project technology, educational project, design, communication, standard, cultural studies, innovation.

Introduction. Forming the competence of a future teacher in the context of the introduction of new educational standards considers the content and structure of this competence. The definition of project competence of a foreign language teacher determines its structure, presents a model of its formation, and identifies criteria for assessing the level of formation of this competence. Particular attention should be paid to practical tasks that prepare future teachers to organize project activities in the Russian language. It is necessary to reveal the importance of developing the project competence of a future teacher in the context of the introduction of new educational standards and consider the content and structure of this competence. The definition of project competence of a teacher of Russian languages is clarified, its structure is determined, a model of its formation is presented, and criteria for assessing the level of formation of this competence are identified. Particular attention should be paid to practical tasks that prepare future teachers to organize project activities in the Russian language.

Analysis of relevant literature (Literature review). The transformations taking place in recent decades in the field of education affect all levels – from preschool to postgraduate. Today, the goals, objectives, and content of training have been revised, and new pedagogical technologies are being introduced. In this regard, the Professional Standard of a Teacher clearly outlines such professional skills of a teacher of any profile as mastery of forms and methods of teaching, including those that go beyond the scope of classes, namely methods of organizing projects and

research activities of students. Training contributes to the formation of motivation to learn, the development of such general educational skills and abilities as the ability to design, and plan one's educational activities, the ability to apply theoretical knowledge in solving practical problems, the ability to work with information from various sources, as well as the development of creative and communicative abilities of students. In connection with the above, today they began to talk about the formation of a teacher's project competence as one of the significant components of his professional competence. It is necessary to consider the teacher's project competence as "an integrative professional and personal quality based on project knowledge, personal experience of project activities and the teacher's value orientations, the development of which is an expression of the innovative nature of the teacher's professional competence, ensuring a creative style of activity. Present the teacher's project competence in the form of two interrelated components – structural and functional-procedural. The structural component is represented by the following elements: cognitive, cultural, technological, communicative, reflexive and innovative. The functional-procedural component consists of personal, motivational, interactive, normative and evaluative elements.

Based on the presented models of teacher project competence, we will determine the essence and structure of a teacher's project competence. So, the project competence of a teacher is a complex integrative professional and personal quality, characterised by the presence of special knowledge about project activities and personal experience in implementing this type of activity, which allows organising and managing the project activities of students when studying the Russian language by their interests and age characteristics. Based on the model of project competence, in the structure of a teacher's project competence, we will highlight four interrelated components: motivational-personal, cognitive, activity-based and reflective-evaluative. The motivational and personal component consists of the teacher's abilities and desires to carry out his project activities and organize project activities in the Russian language for students. The cognitive component includes psychological and pedagogical knowledge about educational project activities, methods for organizing student cooperation in project activities, types and types of projects, and requirements for organizing project activities in the Russian language. The activity component is represented by the ability to analyze and select methods to support activity and initiative, students' independence when carrying out project activities, and the ability to develop various types of projects in a foreign language and organize students' project activities.

Analysis and results. Interactive teaching methods are often used in classes, for example, "Aquarium", "Round Table", and "Openwork Saw". Below are examples of using these methods in the classroom. The use of these methods also contributes to the formation of cognitive and activity components of project competence.

1. "Round table" method. Students are invited to stage a meeting of the educational and methodological council of foreign language teachers of one of the schools, dedicated to the organization and implementation of project and research activities in a foreign language in this school. At the round table, it is proposed to discuss the following problems that teachers have encountered:

A. Students have no interest in completing foreign language projects.

B. The nature of research projects in a foreign language is mostly abstract, and the work often lacks students' research.

B. High school students do not have enough time to complete long-term projects, so they abandon them.

D. Students cannot organize their design and research activities.

D. When completing projects, students demonstrate rather low skills in working with sources of information.

2. "Aquarium" method. Students are asked to divide into two groups, one group must play the role of actors and stage a fragment of a foreign language lesson, in which students, together with the teacher, determine the topic of the research project, formulate the problem, goals and objectives, and also formulate a hypothesis for the upcoming linguistic research, and plan their activities. Another group of students are experts and evaluate how competently the teacher organized the students' design and research activities.

3. The Openwork Saw method is used when studying a fairly large theoretical material. Thus, when introducing students to the types of foreign language projects, this method is used as follows. Students are divided into three groups, each group receives a blank chart-table, which they will have to fill out at the end of the lesson. This scheme offers three types of foreign language projects: creative, informational, and research. For each type, you need to provide information about the purpose of the project, its structure, and features and provide specific examples. In each group, experts are identified for creative, information and research projects. Experts gather together and, working with the proposed sources of information, study the material. Then they return to their groups and share the information received, after which they fill out the table diagram together.

Particular attention in this course is paid to the use of information and communication technologies in carrying out design and research activities, for example, organizing student project activities in the form of a web quest. A web quest is understood as a scenario for organizing students' project activities on any topic using Internet resources [4].

The effective block of the presented model characterizes the achieved result, the degree of development of students' project competence, which is determined based on a foreign language project scenario developed by students for a certain class and an analysis of the implementation of the developed project at school. The scenario indicates the target audience, type and topic of the project, relevance, purpose, objectives, planned results, equipment, stages of the project, and evaluation criteria. The developed project scenarios are tested at school, and then students provide feedback from the methodologist and teacher about the completed project as reporting documentation, in addition, students write self-analysis. At this stage, the activity and reflective-evaluative components of project competence are formed.

Reflective evaluation can monitor students' project activities, analyze the results of students' project activities, and make adjustments. He is also able to evaluate his activities in organising students' project activities.

The average level of development of project competence is a motivational and personal component.

Conclusion/Recommendations. In general, the student shows interest in organising the project activities of students but does not always show persistence in achieving the goals and objectives. The cognitive student knows the main content of project activities in a foreign language, types of projects, structure of projects, and criteria for evaluating projects. An active student generally knows how to develop projects in a foreign language for students of different age groups, but they are often traditional and uninteresting for students. Knows how to organize project activities of students in a foreign language, but makes some methodological errors. The methods and techniques for organizing cooperation between students that the student uses are monotonous, and he is not always able to provide advisory assistance to students when reflective-evaluative difficulties arise. In general, he can monitor the results of students' project activities but is not always able to give an in-depth analysis of the results of students' project activities or

make adjustments. The student is not always able to evaluate his activities in organising the project activities of students; the low level of development of project competence of the motivational and personal component of the student does not show interest in organising the project activities of students, is passive, and unstable in achieving the goals and objectives.

A cognitive student does not know the main content of project activities in a foreign language, the types of projects, the structure of projects, the criteria for evaluating projects, and the basic requirements for organizing project activities in a foreign language. An active student does not know how to develop projects in a foreign language or makes a large number of methodological errors, knows how to organize project activities in a foreign language at a low level, and does not know how to provide advisory assistance to students when difficulties arise.

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