THE ROLE OF THE TEACHER IN DEVELOPING STUDENTS' COMPETENCE IN PROJECT-BASED LEARNING

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Abstract

The project method is a set of techniques, actions of students and the teacher in their specific sequence to achieve a given task - solving a specific problem that is significant for students and formalized in the form of a certain final product. The article discusses the main goal of project-based learning as a method that provides students with the opportunity to acquire independently knowledge in the process of solving practical problems or tasks that require the integration of knowledge from various subject areas.

Keywords

project method, role of the teacher, creative product, problem statement, groups of students, independent activity

Introduction:

Instructional design is increasingly entering the practice of modern education. Many educational institutions are already ready to show the results of the work of students who have completed certain projects. The demonstration of these achievements is stimulated by a system of shows, competitions, and conferences, which are organized by institutions of the educational system.

The education system is being transferred from a system that carries out the process of "going through programs" and mastering aggregate subject knowledge, to a system that works for "results", for the formation of certain personality qualities of students, specified at a given stage of development of society.

Realization of the main goal of teaching a foreign language at technical universities, i.e. the formation of secondary linguistic personality traits in students involves the formation of not only the ability for intercultural communication, but also qualities that contribute to the student's very personality.

The traditional approach to teaching a foreign language does not fully meet modern requirements, so there is a need to use new teaching methods that allow

students to develop the ability to independently acquire knowledge and solve communicative problems.

Main part:

At the present stage, the educational system should be aimed at creating a teaching system in which the student not only knows a lot, but also learns to think with the help of this knowledge and develops in students the need to expand their knowledge. Problematics, as a principle of learning, means that when organizing training, the content of educational material is not given in a form ready for memorization, but is presented as part of a problematic task, in which the content to be learned takes the place of the unknown sought-after. Thus, problematicity not only organizes the content of acquired knowledge in a special way, but also dictates a special methodology for its assimilation, that is, through the mental actions of the student to search for this content.

This approach to teaching is of interest for organizing the educational process in a foreign language, as it involves the development of communicative activity.

Safonova defines problem-based learning as "a type of foreign language pedagogical communication in which the development of students' mental abilities is managed, as well as the formation of social needs and value orientations of the individual in the process of mastering a complex of foreign language knowledge, speech skills and communication skills"[2,3,7]

Galskova N.D. notes that "to achieve this goal, it is necessary to create situations in the educational process in which students would show their own activity to solve communicative and cognitive problems." These tasks must be creative and challenging [18].

The modern goal of teaching a foreign language is integrative, focused on achieving practical results in mastering a foreign language, as well as on the education, upbringing, and development of the student's personality, his speech abilities: attention, thinking, imagination and motivation for further language learning.

The use of activity-based forms of organizing the educational process and educational project, as a form of organizing independent cognitive activity of students, and the method of educational projects is the most adequate for solving the assigned tasks [3, 4, 10].

In order for a teacher to organize the teaching/education of students on an activity basis, while simultaneously solving the problems of the knowledge and competence paradigm, he needs to accept (realize) the fact of the need to transition the education system, and also understand that within the framework of traditional

reproductive methods of organizing the educational process he will fail to solve both of these problems.

Formation of basic competencies in students, including project competence (sometimes called problem-solving competence), confronts us with the problem of developing project activity in students. This problem must be solved in a general set of measures to modernize education, and, in particular, in project-based learning.

A teacher who is ready to work in a new way, who wants to become a project-based learning teacher. It is necessary to have a certain level of scientific and methodological training, master design technology, research methodology and technology for implementing project-based learning. In addition, a teacher's mastery of the technology of teaching design to students, methods of developing students' competence in project-based learning is associated with the transfer of teachers to the position of a competency-based paradigm, a way out of the "subject-blindness" into a supra-subject methodological understanding of their teaching practice, in fact, the formation of a new professional competence of the teacher.

Student design is the independent activity of students both in the organization and in the implementation of the project. The teacher turns from an all-knowing oracle into an organizer of the necessary conditions for independent activity of students: he changes the style of communication with students, methods and methods of interaction; a pedagogical goal appears: the formation, development and enhancement of skills in project actions, operations and project activities in general.

The teacher is required to be active in: involving students in considering the topic and problem of the project; maintaining interaction between students and with adult experts and consultants; working with material that is the result of students' information and search activities; when stimulating reflective actions and triggering self-assessment in students; systematization of conclusions on acquired knowledge and skills, on the development of personal qualities and advantages of students.

The teacher is forced to design his project-based activities and learning projects for a specific learning situation. The teacher finds himself in a new position. When forming, developing and increasing students' design skills, he must work, as they say, according to the situation, since it is necessary to take into account both the human factor and the subjective nature of the psychological and pedagogical processes.

Working according to the situation means that the teacher does not receive ready-made educational projects, but is forced to design the educational situation anew each time with new students. The experience and developments of colleagues can only suggest on what content and on what problem design can be carried out. But no one except the teacher, who knows and observes the child, can build the process of his further development, and therefore develop an educational project necessary for the present educational situation [15, 17].

The teacher must be ready to change his style of behavior, methods and methods of interaction and style of communication with students. A new credo of his pedagogical activity, a new understanding of himself and his students in the educational process must appear and mature in the teacher. When designing teacher-student relationships, they can be productive only if they have the nature of cooperation, partnership, if the teacher respects the student's manifestations of independence. Otherwise, the student's independence and self-control of actions are small. He gets the feeling that he is performing these actions for someone else, that they are strangers. They are not motivated by his desires, which means there is no assignment of the result in the form of a mastered action, just as there is no formation of project activity.

What does a modern teacher need to know and be able to do to work with students in educational projects? What qualities in terms of professional competence should a teacher have for this?

A teacher who is ready to work in a new way must have a certain level of scientific and methodological training: know the psychological and pedagogical features of using educational design, anthropological, cognitive,

Cultural, philosophical, logical, methodological features of project activities. Moreover, of course, a teacher needs to be proficient in design and be able to use it to solve any problems, including personal and professional ones.

V.I. Slobodchikov rightly notes, "The expected competencies are not transferred "from hand to hand"; they are not formed in the mode of information and education and, moreover, they cannot be counted. They must be literally grown, practically put "on themselves" with the direct participation of the teacher himself" [8, 11, 12].

However, no one can force a teacher to analyze and revise his long-established and well-executed role and firmly occupied position in the educational process until he himself matures in his decision to do this. The need to reflect, assessing one's professionalism, and to replenish one's professional competence arises only when the teacher has a desire to engage in educational design, the need to change

himself and change his relationship with students in order to fully participate in educational design as a partner, collaborator, and co-designer [16].

It would be helpful for the teacher to answer the following self-reflection questions:

1. Am I proficient in design? Do I use project thinking when solving life problems? Is it possible to use design in solving professional problems?

2. What do I, a practicing teacher, need to develop, review, add to my professional competence as a teacher in order to:

• Create conditions for my interaction with students on the principles of cooperation;

• Give each student as much independence as he needs for productive self-display and self-expression.

• Assign to the student as much responsibility for himself and his actions, decisions made, as he can bear;

• Offer help in such a way that the student can use it without sacrificing his independence or his responsibility.

• The professionalism of a modern teacher is no longer determined only by the totality of qualities and private methods of teaching and educational work, which he owns within the limits of his highly specialized competence [20].

Conclusion:

So, the problem of developing students' competence in project-based learning is solved through the formation of a new professional competence of the teacher.

Thus, project work is a type of joint activity between a teacher and students, in which it makes it possible to develop a child's creative abilities, research skills, and the ability to express himself.

No one claims that project work will help solve all problems in teaching a foreign language, but it is an effective remedy for monotony and boredom, it contributes to the development of the student, awareness of himself as a member of a group, and the expansion of language knowledge. The project is also a real opportunity to use knowledge acquired in other subjects using a foreign language.

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