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FORMATION OF PROFESSIONAL AND EDUCATIONAL COMPETENCIES OF FUTURE TEACHERS BASED ON PROJECT TECHNOLOGY

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Abstract. This article examines the theoretical and methodological foundations, practical opportunities and effectiveness criteria for forming the professional and educational competencies of future teachers through project technology. Contemporary teacher education requires the future teacher not only to master subject content, but also to design educational and upbringing processes, apply an individual approach to the learner, organize social cooperation, integrate moral values into educational content and carry out reflective professional activity. Project technology is considered an active, integrative and outcome-oriented methodological system that responds to these needs. Within this technology, the student passes through the stages of identifying a problem, setting objectives, planning resources, working in a team, modelling an educational situation, presenting results and evaluating his or her own activity.

Keywords: project technology, future teacher, professional competence, educational competence, pedagogical design, competence-based approach, reflection, moral education, innovative education, teaching practice.

INTRODUCTION

Twenty-first-century education is aimed at developing the individual not as a passive consumer of ready-made knowledge, but as an active, responsible and creative participant in social life. Under these conditions, higher pedagogical education faces the task of preparing the future teacher not merely as a subject instructor, but as a professional who can design the educational and upbringing process, harmoniously develop national and universal values in the learner's personality and make independent decisions in problem situations. Project technology is one of the practical solutions to this task because it unites theory, practice, upbringing, creativity and cooperation into a single pedagogical process.

Improving the quality of teacher training remains one of the priority directions of state policy in the education system of Uzbekistan. The Development Strategy of New Uzbekistan for 2022-2026, approved by Presidential Decree No. PF-60 of January 28, 2022, specifically defines the development of human capital, the improvement of education quality and the education of young people on the basis of modern knowledge and skills. Presidential Resolution No. PQ-289 of June 21, 2022 emphasizes the need to improve the quality of pedagogical education, develop the activities of higher education institutions that train teachers and introduce methods aimed at forming independent learning, systematic analysis and creative thinking skills into the educational process. These legal foundations make the study of project-based learning as an important mechanism of pedagogical training especially relevant.

METHODOLOGY

The methodological basis of the article consists of competence-based, learner-centered, axiological, activity-based and constructivist approaches. The competence-based approach makes it possible to view the knowledge, skills, abilities, values and personal qualities of a future teacher as an integrated result of professional training. The learner-centered approach takes into account the

student's individual interests, creative potential and process of professional self-awareness. The axiological approach substantiates the idea that a system of values lies at the center of educational competence. The activity-based approach shows that competence is formed in real action, practical tasks and social relations. The constructivist approach emphasizes that knowledge is not transferred in a finished form, but is constructed through students' inquiry, experience and collaborative activity.

In the European educational space, project-based learning developed in close connection with the ideas of J. Dewey, W. Kilpatrick, J. Bruner, D. Kolb and L. Vygotsky. Dewey substantiated the need to connect education with life experience and social activity, while Kilpatrick interpreted the project method as purposeful activity. In his model of experiential learning, Kolb demonstrated how knowledge becomes consolidated through concrete experience, observation, abstract conceptualization and active experimentation. In European universities, project technology is often used together with problem-based learning, service learning, case studies and team portfolios. This experience serves to develop future teachers' communicative culture, social responsibility, research skills and reflective thinking.

In the scientific schools of the CIS, project technology has been studied in connection with theories of pedagogical technologies, developmental education and professional training. V.P. Bespalko explained pedagogical technology as a pre-designed educational process with a guaranteed result. I.S. Yakimanskaya substantiated the need to rely on the subjective experience of pupils and students in learner-centered education. E.S. Polat analyzed the project method as a process of independent inquiry, work with information, cooperation and the creation of a final product. A.V. Khutorskoy connected competencies with methods of activity and personal meaning. These views make it possible to understand pedagogical project technology not merely as a method, but as an integrated didactic system that forms professional and educational competence.

ANALYSIS OF RESEARCH

When the content of studies devoted to project technology is analyzed, three main directions become visible. The first direction studies project-based learning as a method that develops independent cognitive activity. In this direction, the main indicators are the student's ability to see a problem, formulate questions, select information sources, analyze evidence and reach conclusions. The second direction interprets project-based learning as a technology that develops social cooperation, team communication and leadership qualities. The third direction studies project technology as a means of forming professional competencies, preparing students for pedagogical practice and modelling real educational situations.

The concept of professional and educational competence includes the teacher's ability to understand the purpose of upbringing, plan the educational process, take into account the individual characteristics of the learner, work with a group, organize social cooperation, integrate spiritual values into pedagogical activity and critically evaluate his or her own work. Within this competence, the motivational-value component expresses the teacher's attitude toward the profession and educational responsibility; the cognitive component reflects knowledge of the theory of upbringing, age psychology, methodology and communication; the practical-activity component covers the ability to organize educational events, conversations, projects, trainings and social initiatives; the communicative component expresses the culture of pedagogical communication; and the reflective component reflects the ability to analyze and improve one's own activity

RESULTS AND DISCUSSION

The process of forming professional and educational competence through project technology can be effectively organized on the basis of a five-stage model. At the first stage, motivational preparation is created: students are presented with an educational problem, the socio-pedagogical significance of the problem is discussed and the project objective is defined. At the second stage, diagnostic and analytical activity is carried out: the student studies the situation, collects information and identifies the causes and consequences of the problem. At the third stage, the project is planned: tasks, deadlines, roles, resources, partners and expected results are determined. At the fourth stage, practical activity is implemented: an event, training session, conversation, small-scale research, methodological development or social campaign is organized. At the fifth stage, presentation and reflection are conducted: the results are assessed, mistakes are analyzed and ways for improvement are identified.

The advantage of project technology is that it directs the future teacher's knowledge toward real professional tasks. The student does not limit himself or herself to memorizing the theory of upbringing, but connects it with school life, the classroom community, cooperation with parents, the interests of young people and the challenges of the modern information environment. As a result, professional knowledge acquires practical meaning. In this process, the student begins to feel himself or herself as a future teacher, learns to make educational decisions and gradually understands pedagogical responsibility as a personal value.

Discussion of the issue reveals certain problems in introducing project technology into higher pedagogical education. In some cases, project assignments remain at the level of preparing an ordinary essay or a slide presentation. Some students participate passively in teamwork, assessment criteria are not developed with sufficient clarity and project results are not directly connected with educational competence. To overcome these problems, it is advisable to use a project passport, activity diary, team role map, interim monitoring, criterion-based assessment rubric and reflective essay.

CONCLUSION

The formation of professional and educational competencies of future teachers on the basis of project technology is a relevant direction of modern pedagogical education with both scientific and practical significance. At the present stage of educational development, the teacher is expected not only to transmit subject content, but also to educate the learner's personality, cooperate with the social environment, make pedagogical decisions on the basis of values and find creative solutions in problem situations. In this sense, project technology turns the future teacher into an active professional subject, directs knowledge toward practical action, transforms theoretical concepts into educational tasks and connects personal interests with socially beneficial outcomes.

The theoretical analysis carried out in the article shows the direct connection between project technology and professional and educational competence. In the project process, the student identifies a problem, sets a goal, prepares a plan, works in a team, analyzes information sources, organizes educational activity, presents the result and evaluates his or her own work. Each of these stages develops the motivational-value, cognitive, practical-activity, communicative and reflective components of the future teacher. Competence produces a stable result in pedagogical activity only when it is formed through the harmony of these components.

The scientific and pedagogical experience of Europe, the CIS and Uzbekistan substantiates the effectiveness of project technology from different perspectives. European approaches evaluate project-based learning as an active method based on experience, cooperation and problem tasks. CIS scholars explain it in connection with pedagogical technology, learner-centered education and

the competence-based approach. The views of Uzbek researchers on pedagogical mastery, spiritual education, national values and the personal example of the teacher deepen the educational potential of project-based learning. Presidential Decree No. PF-60, Resolution No. PQ-289 and documents related to improving the system of teacher training strengthen the legal and strategic foundations of this area.

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