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## INTRODUCTION

The relevance of the study is due primarily to the processes taking place in science, education and culture of modern society and require the training of specialists of a qualitatively new level, competent in their professional activities with awareness of their own personal and social significance.

At the legislative level, new approaches to quality training of future teachers are reflected in the laws of Ukraine "On General Secondary Education" (1999), "On Higher Education" (2014), the State Program "Teacher" (2002), Conceptual Principles of Teacher Education in Ukraine and its integration into the European educational space (2004), the National Strategy for the Development of Education in Ukraine until 2021 (2013), the State Standard for Primary General Education (2011). A successful motivated teacher who has his own responsible position in professional activities is a cross-cutting idea of the concept of the New Ukrainian School (2016). These and other legal acts emphasize the need to train teachers as a highly professional specialist focused on the development of the child's personality, able to protect its interests, develop its individuality, work effectively on creative and innovative principles, to educate children in a positive attitude to life.

As the XXI century is a time of educational reforms aimed at bringing the education system in line with the requirements of society, the strategic goals in education are changing accordingly, as evidenced by the analysis of government documents on education (laws of Ukraine "On Education", "On General Secondary Education" , National Doctrine of Education Development). Therefore, the current stage of reforming Ukrainian education requires higher pedagogical educational institutions to create and use fundamentally new effective education systems. Training of new generation teachers in higher educational institutions is a fundamental prerequisite for the positive implementation of the tasks that have arisen today in the education of Ukraine.

In modern scientific research, scientists are paying more and more attention to the problem of introducing new learning technologies that require qualitatively new training of future professionals. The ability of future teachers to creatively and

critically understand the new methods and technologies offered for implementation in school, their competence in identifying the most promising of them, their own author's position determine the approaches to the formation of modern educational space.

One of the most productive and optimal technologies for creating a creative educational environment in primary school, researchers include the organization of project activities. Project activity is a technology that comes from children's needs and interests, stimulates independence. In the pedagogical process it is necessary to ensure the unity of intellectual, emotional and moral development, which makes the student the subject of pedagogical interaction.

In connection with the reform of national school education at the present stage began the revival and introduction of the method of projects in Ukrainian pedagogy.

The results of the study of the degree of scientific development of the problem of training future foreign language teachers for project activities in primary school testify to its relevance, as today there is a lack of ways to solve it comprehensively, as indicated by still unresolved contradictions between:

- the need of primary school for specialists who are able to implement project activities in the study of a foreign language, and the unpreparedness of most teachers for the practical solution of this problem;
- the need to prepare future foreign language teachers for project activities in primary school and the lack of appropriate didactic and methodological tools to ensure such training.

Awareness of the socio-cultural and pedagogical significance of the problem of training future foreign language teachers for project activities in primary school, its lack of theoretical research and existing contradictions led to the choice of research theme - "Training of future foreign language teachers for project activities in primary school."

The aim of the research is to substantiate and experimentally test the pedagogical steps training of future foreign language teachers for project activities

in primary school on the basis of theoretical analysis of the researched problem and educational practice.

In accordance with the purpose of the study was set:

1) Based on the analysis of the degree of elaboration of the research problem in psychological and pedagogical literature and educational practice to determine the essence of the concepts: "training of future foreign language teachers for project activities in primary school" .

2) To determine the indicators and characterize the levels of training of future foreign language teachers to organize project activities in primary school.

The object of research is the process of training future foreign language teachers in higher pedagogical educational institutions.

The subject of research is the pedagogical stages of preparation of future foreign language teachers for project activities in primary school.

Research methods. A set of interrelated methods was used to solve these problems: theoretical - the study of philosophical, psychological and pedagogical literature, Ukrainian and foreign experience on the research problem; analysis, synthesis, generalization and systematization of theoretical material.

The scientific novelty of the obtained research results is that: the essence of the concepts: "preparation of future foreign language teachers for project activities in primary school" (complex pedagogical process of conscious, purposeful, self-regulated activity of a foreign language teacher, aimed at effective solution of professional and pedagogical tasks by improving the educational process, use of new ideas and project technology in primary school) and further development of forms, methods and technologies of professional training of future foreign language teachers for project activities in primary school.

Structure. The master's thesis consists of an introduction, three chapters, conclusions to each chapter, conclusions, a list of references.

## **CONCLUSIONS**

The study presents the results of theoretical generalization and practical solution of the problem of training future foreign language teachers for project activities, which allowed to substantiate the model of this process, determine and experimentally test the pedagogical conditions of training future foreign language teachers for project activities in primary school. The results of the theoretical search and research work confirmed the hypothesis and made it possible to draw conclusions.

The analysis of the degree of elaboration of the researched problem in the psychological and pedagogical literature and educational practice allowed to determine the essence of the concepts "preparation of future foreign language teachers for project activities in primary school". It is characterized as a complex pedagogical process of conscious, purposeful, self-regulating activities of a foreign language teacher, aimed at effectively solving professional and pedagogical problems by improving the educational process, using new ideas and project technology in primary school. And "readiness of future foreign language teachers for project activities in primary school" is considered as a complex integrative concept that indicates the personal characteristics of the professional level of future foreign language teachers, is an indicator of their training and combines the main components of future foreign language teachers activities in primary school (motivational, cognitive and operational-activity).

The study clarifies the essence of such concepts as "project" which means educational and cognitive creative activities of partners who have a common problem, purpose, methods of activity, agreed methods aimed at achieving the overall result in the process of joint activities; "Project activity" - a joint activity of teachers and students, which has a common goal, agreed forms of activity aimed at achieving the overall result in the process of goal setting, planning and implementation of projects.

Criteria for readiness of future foreign language teachers to organize project activities in primary school with relevant indicators, namely: motivational with indicators (the presence of cognitive interest in project activities in foreign language

lessons in primary school; formed a conscious need to develop and implement projects in English lessons languages in primary school, the formation of goals of their own project activities, a high level of susceptibility to innovation in primary school, conscious and motivated learning and self-education in the field of project technology, the desire to organize project activities in foreign language lessons in primary school), cognitive knowledge of the nature and specifics of project activities in foreign language lessons in primary school, their types and characteristics, knowledge of the essence of pedagogical design and the logic of its stages, knowledge of the need to use project activities in foreign lessons languages in primary school), operational activities (the ability to formulate the problem of the project and its purpose; ability to analyze the results of students' project activities; ability to evaluate students' projects according to the logic of construction of their stages; forecasting design results, its positive and possible negative sides; design and technological skills; ability to use project activities in primary school; possession of various forms and methods of design and technological activities.). Based on the defined criteria and indicators, the levels of readiness of future foreign language teachers for project activities in primary school are characterized: low, medium, high.

The study does not cover all aspects of this problem. The problem of preparing future foreign language teachers for project activities in primary school has prospects for further research. In particular, it is the improvement of educational and methodological support for the training of future foreign language teachers for project activities in primary school, the study of foreign experience in training future foreign language teachers for the organization and use of project activities and more.





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