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FORMATION OF PROJECT COMPETENCE OF FUTURE ELEMENTARY SCHOOL TEACHERS

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Abstract: The article deals with the issues of designing the educational environment: concept, structure, principles, conditions, process. Particular attention is paid to the humanistic approach to design, its psychological foundations, as well as the creation of an educational environment at school.

Key words: projecting of the educational environment, principles creativity, humanity, safety, conditions, process of realization of projects.

Introduction

Design is one of the forms of advanced design of the desired future. Project activity transforms not only the pedagogical situation (object of activity), but also the teachers and students involved in the transformation (subject of activity). In pedagogical science, the point of view on the professional position of a teacher as a position of a designer is very common. Externally, the implementation of pedagogical design requires the implementation of a certain sequence of actions: analyze the current situation, establish the long-term and short-term development prospects, determine the necessary resources and attract them, develop a detailed action plan and implement it, assess the degree of achievement of the set goals and adjust the result. As a subject of project activity, the teacher performs various functions (analysis, goal setting, motivation, planning, etc.), the complex of which is determined by the requirements of a particular project object. In the process of higher education, the future teacher must master the means of implementing the functions of the subject of project activities, learn how to use these tools based on their

theoretical knowledge and taking into account the specifics of a particular project situation. The emergence of the idea of solving a design problem, its elaboration, the choice of a method of implementation, in fact, is a creative work. As noted by L.S. Vygotsky, creativity exists not only where it creates brilliant works, but wherever a person transforms something, combines, imagines, etc. The creative nature of project activity is experienced by the subject himself as a creative find, the discovery of his own way of solving the tasks set. Project activity forms a process system of values (reflection, goal setting, planning, control, evaluation). Cognitive, affective and behavioral spheres are involved in the creation of a design product. Their interaction and unity determine the initiative in the discovery of the design solution. The ability of a person to independently develop activities, according to the experimentally substantiated conviction of B.S. Abdullaeva, goes beyond just intellectual qualities and is a property of a holistic personality. All of the above determines the expediency of considering pedagogical design not only within the framework of an activity

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approach, but also a cultural one. In line with the main ideas of the project paradigm of education, we study the project competence of a teacher as a complex of knowledge, skills and abilities, as well as personality traits and psychological attitudes that are necessary and sufficient for the teacher to design a personality-developing educational environment. The directions of our research movement in studying the essence and content of the project competence of a teacher, the conditions for its formation in the process of higher education were set by a set of methodological approaches to the design of the education process.

Discussion and Results

Pedagogical design is considered in science from the standpoint of different approaches. In pedagogy, there are four main methodological approaches to the design and development of teacher education: systemic, cultural, activity and personal. Each of them is an independent point of view on the object under study, which determines the general strategy of scientific analysis. Let us consider the subject of our study from the standpoint of the named methodological approaches. Acts of human interaction with the world are described by the category of activity, a detailed description of which is presented by R. Kh. Dzhuraev. In the structure of any activity, including project activities, two interrelated components can be distinguished: the subject and the object. The object and subject of design continuously interact. Initially, the object of pedagogical design is a social order, which contains a set of specific requirements that determine the contours of the product of activity. The very fact of the existence of such requirements is an expression of the social need for the project activities of the teacher. The project need, according to the theory of activity, generates project activity on the part of the design subject. Contradictory requirements and restrictions affect the situation of design search, when the subject of design (teacher-designer) is forced to continuously form the design object. V.P. draws attention to this. Zinchenko, rightly emphasizing that the goal of pedagogical action is fundamentally underdetermined. Participating in project activities, the teacher-designer transforms the project object through the prism of personal culture, worldview positions, pedagogical experience, etc. Thus, the socially given parameters of the design object are realized in the subjective idea of solving the design problem.

Considering the external and internal aspects of the teacher's project activity, it is necessary to pay attention to the fact that the reality of achieving an ideal product here depends not so much on objective conditions, but on the subjective characteristics of the teacher's activity and his pedagogical experience. According to the principle of correlating the existing and the proper, the primary role is played by the desire of the teacher to get as close as possible to the ideal, through the constant correlation of the real results of his work with the ideal ones. Accordingly, the higher the bar of the ideal, the more difficult the work of the teacher, the greater the benefit for the personality of the growing child. Thus, the likelihood of achieving the full realization of the student's potential is due, firstly, to the responsible attitude of the teacher to his professional duty and, secondly, the teacher's ability to organize educational activities as a project. A necessary condition for development is the constant contact of an adult as a carrier and source of socio-historical experience. and the child in the form of learning activities. The situation of teaching is characterized by the opposition of the imperfect (natural, non-cultural) ways of the child's activity to the perfect (artificial, cultural) ways of the adult's activity in relation to the same object, on the

same material. This opposition creates a conflict between "I want" and "I can", the resolution of which is directed by the efforts of the child. The success of overcoming a conflict in a learning situation depends on the presence of counter activity of the child and the competence of the teacher in the field of organizing the learning activities of children. As a subject of development, he accumulates social experience, living cultural norms and traditions in his own activity, chooses such a scenario of his life path in which his positive inclinations and needs will be realized to the maximum. As a researcher, the student constructs knowledge using models of natural or social objects, highlighting their components and analyzing the connections between them. As a creative person, he sees the problem and transforms the objectively existing situation, developing new (objectively or subjectively) ways of activity; is able to embody acquired knowledge in spiritual and material forms.

The specificity of the activity approach to the formation of the content of education is based on the fact that both the controlling and the controlled systems are thinking subjects. In this regard, the main task of education is to organize the activities of students to master the means of implementing the functions of the subject of activity and to form the ability to apply these tools in practice. It is very important that the student is able to act in various situations, relying on a generalized orienting basis of actions. From this point of view, the most important component of project activity is the planned level of formation of actions, which will ensure the implementation of the functions of the subject of activity. We adhere to the point of view according to which it is possible to be able to do something only if you have the appropriate knowledge. Knowledge exists in an activity form, i.e. as a means of building action. Otherwise, the student knows, but cannot put this knowledge into practice. Thus, the general structure of the learning model is built: activity – functions of the subject of activity – methods of action. This model does not determine the final set of schoolchildren's or student's skills, but creates conditions for the continuous expansion of skills. At each stage of mastering the activity, a necessary and sufficient set of methods for implementing the functions of the subject of activity should be formed, according to the level of its complexity.

Conclusion

Pedagogical design is based on practice: when solving a variety of both typical and non-standard tasks, the teacher experiments, models, and reflects. By performing these actions, he comes to understand the essence of the problem and, at the same time, determines ways to solve it. Thus, in the process of pedagogical design, problems and solutions are formed together. Educational design is "a continuous stream of actions, experiences and reflections". The creativity of the environment lies in the fact that the educational situation is unusual, interesting, mysterious. Learning tasks should arouse interest and generate a desire to complete them. Particular attention in the educational environment based on information technology should be given to the development of students' creativity. At the same time, creativity is understood as an integral stable characteristic of a person, which determines his ability to be creative, adopt new, non-standard creative thinking, generate a large number of original and useful ideas.

The main goal of a creative educational environment is to "wake up" the creator in a person and develop the inherent creative potential in him to the maximum. To assess how creative the educational environment can be, the criteria of flexibility, originality, and development are important. Flexibility indicates how the ability of students to put forward a

variety of ideas, move from one aspect of the problem to another, use a variety of solution strategies is assessed.

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