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IMPLEMENTING PROJECT TECHNOLOGY INTO MONITORING OF PROSPECTIVE UKRAINIAN LANGUAGE TEACHERS' LINGUOMETHODOLOGICAL COMPETENCE

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Abstract. The article deals with the role of project technology in forming and monitoring prospective Ukrainian language teachers' linguomethodological competence. The reform process in higher education in Ukraine, the new demands of society due to social and political changes today require new approaches to providing quality training of future Ukrainian language teachers. Linguomethodological competence as a central professional one is defined as a complex of integrated professional qualities of higher educational establishment students.

The aim of the article is to clarify the role and features of organizing the project work in the structure of monitoring technology of prospective Ukrainian language teachers' linguomethodological competence. The place of the project work while monitoring future Ukrainian language teachers' professional training is defined. Linguomethodological project topics are proposed. Attention is paid to the features of future teachers' projects evaluation. Assessment of educational achievements in preparing projects may be the current (through observing the competitors' participation while working on the project) and final (through formal assessment of the results of individual and group work after the project). The main object of assessment is the work dynamics of the group, the quality of the students' cooperation process and cognitive activity.

The value of project work is emphasized. The value of the project work is not only in the final product but also in the process of moving to the final result, because the projects focus on both the process and the outcome. Disadvantages of this method for monitoring of prospective Ukrainian language teachers' linguomethodological competence are revealed. Disadvantages of this method are connected with the necessity of formal assessment of the students' achievements that is complicated by determination of evaluation criteria. The observations show that the obstacle in applying this method may also be inadequate level of formation of future teachers' research skills, and low level of information competence.

Keywords: prospective Ukrainian language teacher; linguomethodological competence; monitoring; project technology; control.

УПРОВАДЖЕННЯ ПРОЕКТНОЇ ТЕХНОЛОГІЇ В МОНІТОРИНГ ЛІНГВОМЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ

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Анотація. У статті досліджено роль проектної технології у формуванні й моніторингу лінгвометодичної компетентності майбутніх учителів української мови. Лінгвометодичну компетентність визначено як комплекс інтегрованих професійних якостей особистості здобувача ступеня вищої освіти. З'ясовано місце проектної роботи під час моніторингу професійної підготовки майбутніх учителів української мови. Запропоновано тематику проектів із лінгвометодики. Увагу зосереджено на особливостях оцінювання проектів майбутніх педагогів. Підкреслено цінність проектної роботи і розкрито недоліки цього методу для моніторингу лінгвометодичної компетентності майбутніх учителів української мови.

Ключові слова: майбутній учитель української мови; лінгвометодична компетентність; моніторинг; проектна технологія; контроль.

**ВНЕДРЕНИЕ ПРОЕКТНОЙ ТЕХНОЛОГИИ В МОНИТОРИНГ
ЛИНГВОМЕТОДИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ
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Резюме. В статье исследована роль проектной технологии в формировании и мониторинге лингвометодической компетентности будущих учителей украинского языка. Лингвометодическая компетентность определяется как комплекс интегрированных профессиональных качеств личности соискателя степени высшего образования. Определено место проектной работы во время мониторинга качества профессиональной подготовки будущих учителей украинского языка. Внимание сосредоточено на особенностях оценивания проектов будущих педагогов. Подчеркнута ценность проектной работы и раскрыты недостатки этого метода для мониторинга лингвометодической компетентности будущих учителей украинского языка.

Ключевые слова: будущий учитель украинского языка; лингвометодическая компетентность; мониторинг; проектная технология; контроль.

Statement of the problem in general. The reform process in higher education in Ukraine, the new demands of society caused by social and political

changes today require new approaches to providing prospective Ukrainian language teachers' quality professional training. It is universally recognized that the organization of monitoring studies is the key aspect of obtaining information that has a great impact on the quality of the educational process.

Applying the available in pedagogical and methodological sciences definitions of pedagogical monitoring and specific features of prospective Ukrainian language teachers' linguomethodological competence, in the context of our study we define the linguomethodological monitoring as the technology of continuing observing, detecting, measuring and assessing the state of the students' linguomethodological competence during the entire period of their professional linguomethodological training at universities; investigating the factors of the educational process that influence the results, and generalizing and forecasting the dynamics and the main trends of its development on basis of obtained objective indicators in order to improve the efficiency of the system of prospective Ukrainian language teachers' professional training at higher educational institutions.

Analysing the latest researches and publications. Due to the increasing part of the students' independent work in the credit module educational system, the evaluating the effectiveness of teaching and learning activities by means of project work as one of the technologies of personally oriented education aimed at individualization becomes very important. In the works of such scholars as M. Buharkina, L. Vasylenko, G. Vashchenko, N. Vynogradova, N. Holub, T. Donchenko, O. Doronina, I. Yermakov, T. Kovaliova, O. Kohut, O. Kucheruk, N. Lavrynenko, Yu. Osmalovskyi, N. Ostapenko, E. Polat, O. Pometun, H. Selevko, S. Sysoieva and others, a large number of kinds and types of projects and forms of their implementing into the educational process, including the linguomethodics are described. However, there are lots of non-covered problems concerning methodological aspects of using project technology as a method of monitoring the prospective Ukrainian language teachers' linguomethodological competence.

Putting aims of the article (tasks). The aim of the article is to clarify the role and features of organizing the project work within the structure of monitoring linguomethodological competence of prospective Ukrainian language teachers.

Presenting the main material of the research with complete justification of obtained scientific results. Taking into account existing in

modern scientific literature definitions and summarizing their categorical elements we identify the linguomethodological competence of prospective Ukrainian language teachers as the complex of integrated professional qualities of the individual, which provides the ability to scientific and educational activities at secondary school and it is based on knowledge, abilities, skills and experience of teaching Ukrainian language, the current position on his / her own professional activity and other ones, formation of valuable orientations of the teacher as a person with high spiritual and moral culture, awareness the substantial objective function of the native language and its status as a national cultural phenomenon, readiness and desire for professional self-development and perception of advanced scientific and methodological experience while teaching Ukrainian language [1].

Analysis of the training curriculum for students of the Philological Faculties of the universities clearly demonstrates that "Methods of teaching Ukrainian language" is a major and systematic forming discipline, in learning of which future teachers' linguomethodological competence is mostly formed. Therefore, in order to improve the efficiency of mastering the course there is the need for selecting the most appropriate methods of training and control. N. Holub and L. Protsenko underlined that the aim of using project technologies at the lessons of "Methods of teaching Ukrainian language" is:

- creating a special developmental environment;
- increasing cognitive learning motivation;
- implementing the interactive technologies;
- forming skills of independent collective, group and individual search activity;
- creating a success situation in the upcoming profession of Ukrainian language teacher [2].

Considering the fact that the project work is an important part of future Ukrainian language teachers' professional training, the project topics should the most completely facilitate the formation of all the components of the students' linguomethodological competence (professional and communicative, objective, psychological and pedagogical, information and communication, diagnostic, motivation). Among various project topics we can offer the following: "Methodological vocabulary of Ukrainian language teacher", "Information and communication technologies in grammar studying", "The control of students' language and speech competence in studying the topic "The Noun",

“Organization of extracurricular activities in Ukrainian language for the schoolchildren” and others.

Evaluation of educational achievements while preparing the projects may be current (through observing the students' participation in the work on the project) and final (through formal assessment of the results of individual and group work after the project completion).

The current assessment takes place at different stages of the project work and includes teacher's evaluation of group work while making and discussing ideas, and reporting on the implementation of the project, individual and group self-esteem of the students (filling out the forms, diary keeping, etc.); students' assessment by other groups during the general debate and so on. According to N. Holub, O. Kucheruk, L. Protsenko et al., the main object of evaluation is the work dynamics in the group, the quality of the process of the students' cooperation and learning. Particularly the following aspects are evaluated: segregation of duties and assignments in the group, attitude, diligence; contribution to the common cause; ability to cooperate; ability to listen to the opinions of others and consider with the peculiarities of different members of the group etc. The teacher makes the current evaluation and it is supplemented with the commentaries in oral or written form as for the work of the group and individual students at all stages of project implementation [2; 3].

As O. Kalnik noted, final evaluation is aimed primarily at the assessment of the quality of the final product and its presentation during the general discussion that involves the evaluation of two aspects of the students' project work, namely:

- the quality of professional training. The final product that has practical and professional focus, is assessed because of its content, originality, relevance to future professional and educational needs of performers, degree of achievement project purpose, etc.;
- the quality of the presentation. The parameters of evaluating oral and written presentation of the project are:
 - 1) its consistency with the goals and content of the project;
 - 2) accuracy and clarity of the presentation, its sequence and logics;
 - 3) a variety of applied techniques;
 - 4) developed skills of public speaking;

5) participation of all members of the group in organizing the presentation and its further discussion, etc. [4, с. 46 – 47].

The value of the project work is not only in the final product but also in the process of moving to the final result, because the projects are focused both on the process and the result. Analysis of implementing the project work into linguomethodological monitoring shows that the success of the project realization also means achievement of meaningful goals, and it is ultimately more important than the actual achievement of project aims. Implementation of evaluating the effectiveness of teaching and learning into the form of students' project work on "Methods of teaching Ukrainian language" contributes to the formation the set of competences that are necessary for the success of their professional activities, development of cognitive abilities and independence.

Disadvantages of this method are related to the necessity of formal assessment of the students' achievements that is complicated by determining the evaluation criteria. The results of observations indicate that an insufficient level of formation of future teachers' research skills, low level of their information competence could also become the obstacle in the implementing of this method.

Conclusions of this research and prospects for further studying in this direction. Analysis of the scientific and methodological literature and practical testing technology of monitoring the quality of prospective Ukrainian language teachers' professional training leads to the conclusion that the project work is an important part of forming and monitoring students' linguomethodological competence; project topics should facilitate the formation of all the components of linguomethodological competence; control of the students' achievements during the project work is realized through current and final evaluation. Further scientific research in this field will include studying the necessity of finding the ways for overcoming the difficulties in using project technology for monitoring linguomethodological competence, in particular developing the criteria for project evaluation by expert assessments and others.

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