

STRUCTURAL AND FUNCTIONAL MODEL OF TRAINING FUTURE FOREIGN LANGUAGES TEACHERS FOR THE PROJECT-BASED LEARNING: THEORETICAL ASPECT

Ukraine's integration into the world educational environment requires rise of level of training future foreign languages professionals for comprehensive educational institutions.

Among public documents there is a number that mentions a necessity of effective training of future foreign languages teachers. They are: Act of Ukraine «On Higher Education» (2014), National Doctrine of Education Development, National Strategy of the Development of Education in Ukraine for 2012-2021, Draft Concept of the Development of Education in Ukraine for the period 2015-2025, All-European recommendations concerning language education (2001) and others.

According to modern researchers and experts, all tasks mentioned in the very documents can be solved if introducing innovative methods, namely, project technologies into educational system of higher educational institutions. Different aspects of using project-based learning in higher school are the subject of scientific researches of such native and foreign scientists as: V. Bezliudna, A. Vlasenko, O. Lypchanko-Kovachyk, K. Konchovych, L. Tyshakova, O. Shmyrko, S. Yablokov and others.

They were studying various angles of training future foreign languages teachers for implementation of interactive technologies in their vocational activity (O. Lypchanko-Kovachyk); analyzed retrospective aspects of preparing specialists in the mentioned domain (V. Bezliudna); examined the process of forming technological competence of future bachelors of linguistics (L. Tyshakova); marked out pedagogical conditions of vocational development of future foreign languages teachers (O. Shmyrko) and so on.

However, many points of this many-sided problem remain undecided. So, the question about developing and implementing the model of training future professionals in the field of foreign languages into the educational process needs further investigation.

The notion "model" we consider as a didactic phenomenon and the procedure of its creation define as a modeling which is interpreted by researchers like one of

specific methods of scientific research. Design of the given model is accomplished taking into account results of a diagnostic stage of our pedagogical experiment and includes:

1. Examining the experience of work of foreign languages teachers in comprehensive educational institutions of Ukraine in order to determine their knowledge of the project-based learning theory.

2. Research of organization of the professional students' training in higher educational institutions concerning the mentioned problem, namely: documentation analysis, studying methodological support of educational process of training future teachers, review of educational programs; definition of future teachers' readiness level for realizing project activity at the foreign languages lessons.

3. Development of pedagogical conditions of training future bachelors for the project-based learning in comprehensive educational institutions.

Based on analysis of theoretical basics of preparing students for the project activity, the author has suggested substantial blocks of the structural and functional model of training future professionals, which are: purposeful, theoretical and methodological, organizational and methodical, diagnostic and resulting. Essential features of each block of the model are generalized and presented in our scientific paper, their structural components are defined as well.

In addition, it is emphasized that of great importance is to hold to unity and cooperation of all components of the model to form future teacher's readiness for accomplishing the project activity in comprehensive educational institutions. Forming this readiness, in the author's opinion, is possible if introducing into the educational process of higher school a number of pedagogical conditions that will provide an effective training of future foreign languages teachers for the project-based learning.

These conditions are: forming students' motivation for employing the project technologies in future vocational activity of a foreign language teacher; integration of psychology and pedagogical and foreign-language components of the process of training future foreign languages teachers for the project activity; organizing cooperation of subjects of the educational process on basis of parity

dialogue; developing students' pedagogical reflection skills about usage of the project technologies in their own pedagogical activity.

In our study we propose to realize these conditions while studying such disciplines as: "Pedagogy", "Methods of teaching English", "Speaking and writing practice", "Teaching training".

It is also said that in the course of the research some criteria of future teachers' readiness for the project-based learning have been singled out. They are: motivational and valuable, cognitive and informative, operational and active, reflective and evaluative. At the same time, there have been distinguished four levels of students' readiness for using the project method, each of which interacts with the previous and the following one: receptive, reproductive, efficient and constructive.

The conclusions place emphasis on importance of upbringing teacher with project thinking, able to use innovative technologies at the foreign language lessons and attain new pedagogical goal in accordance with modern educational requirements.