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## **PROJECT BASED ACTIVITIES IN THE DEVELOPMENT OF STUDENTS' RESEARCH COMPETENCIES**

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### **Introduction**

The future of society is determined by the individuals who are formed within the contemporary circumstances. The requirements of employers for graduates are changing due to the intensive development of post-industrial society, which is dominated by an innovative industry with a high share of the population employed in various services. Research and development is becoming the main factor of the modern economy. The most valuable qualities of university graduates are the level of education, high skills and qualification, readiness to master new knowledge and learning skills, result-oriented attitude, the ability to lead the started work to the completion, creative attitude to the set tasks. The education system contributes to the development of society and the individual. The requirements for the personal and professional qualities of the students, the formation of well-developed professional specialists determines his or her success in further employment. The development of innovative methods, tools and forms of teaching and education of students at different levels of education is a priority in pedagogical activity. The coherence of the educational process in higher education allows developing the necessary qualities of students.

Researchers consider theoretical foundations and ways of students' competence formation in higher education institution, come to the conclusion that competence formation is a necessary acquisition of intangible capital of students and response of higher education system to the demand of society [4, p. 26].

According to L.V. Silakova, the qualities that a graduate should possess are: formed innovative thinking and creativity; independent organization of professional growth; possession of integrated interdisciplinary knowledge; ability to work in a team on projects; practical experience in developing and implementing research solutions [1, p. 107].

### **Main part**

One of the main areas of modern education is the organization of project activities as a method of competence formation. The author A.V. Sazanova, who considers the main components of the concept "project activity" in psychological and pedagogical science, suggests that

participation in the project activity develops the research and creative abilities as, self-determination and goal-setting, ability to navigate in the information space [2, p. 39]. Project-based activities involve a combination of two aspects: project-based and research-based activities. The purpose of project activities is the implementation of the concept, the guiding idea of the project. The concept defines related set of views, phenomena. Research activity is an intellectual activity aimed at obtaining new knowledge, clarifying the essence of the phenomenon, discovering new patterns, concepts, laws, theories to solve various issues. [3, p. 75]. As a result of research activity, we get a set of new ideas, new scientific knowledge, which forms the basis for scientific developments. The results of project activities might be any products, processes, services, standards.

Working on a research project involves: exploring the relevance and social significance of the project, formulating objectives and awareness of the final result, understanding the subject and research methods, developing the structure of the project, ways of processing the results. The work connected with the research project coincides with scientific research, which includes justification of the topic, definition of the problem and objectives of the research, proposing a hypothesis, analysis of information sources, finding ways to solve the problem, registration and discussion of the obtained results. As a result of the work the student should master the skills:

- to formulate a scientific problem in the investigated sphere;
- to adequately select tools and methods for solving the tasks when writing a project;
- to use various techniques for collecting necessary information;
- to master the ways of processing the obtained data and their interpretation;
- to make reasonable conclusions on the results of conducted research and to draw them in the form of a presentation.

The formation of research competence is a multifaceted process that involves a wide range of activities. Some of the key project activities that can contribute to the development of research competence include:

1. Literature review: Conducting a literature review is an important first step in any research project. It involves identifying and reviewing relevant literature and sources to gain a better understanding of the research problem and existing research in the area.

2. Research design: Developing a research design involves identifying the research question(s), selecting appropriate research methods, and determining the sample size and data collection procedures. A well-designed research project can help develop critical thinking skills and an understanding of the research process.

3. Data collection and analysis: Collecting and analyzing data is a core component of any research project. This involves using appropriate tools and techniques to collect and analyze data, such as surveys, interviews, or experiments. Analyzing data can help develop skills in data interpretation and statistical analysis.

4. Collaboration and communication: Engaging in collaborative efforts with other researchers or stakeholders in the research project can help develop skills in teamwork, communication, and project management. Effective communication skills are essential for presenting research findings to a wider audience.

5. Writing and presentation skills: Writing research reports and presenting research findings are essential skills for any researcher. These activities can help develop skills in critical thinking, writing, and presentation, and also help to disseminate research findings to a wider audience.

There are three ways of developing university students' research competence through project activities:

1) Exploratory practice. Exploratory practices can be integrated within PBL to encourage students to investigate new ideas and solutions to problems in a more autonomous and collaborative way. This involves having students work on a long-term project that requires research, collaboration, and communication skills. This can be a great way to get students to explore new topic.

2) Analysis skills. They are the abilities to interpret data. It helps to understand, evaluate, systematize and structure information, find relationships and draw conclusions.

3) Independent research activities. Research and writing on an approved topic of the candidate's own choice, under the supervision of an academic member of staff. Independent studies provide students opportunities to explore their interests deeper and make important decisions about how and where they will direct their talents in the future.

### CONCLUSION

Thus, it is possible to consider project activities as a method of developing university students' research competences, the ways of which are exploratory practice, analysis skills, independent research activities. The development of research competences and the activation of students' cognitive interest requires the elaboration of new methods of project activities, creative work with students. The most effective technology for developing research competences is project activity, which allows improving the quality of professional training by involving future graduates in various types of educational activities. The essential place in students' preparation belongs to mastering the methods of research competence development, as the educational and project activity of the students is effective only when it is based on professional competence.

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## THE PERSONALITY-ORIENTED APPROACH TO TEACHING A FOREIGN LANGUAGE

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Contemporary society is undergoing economic, social, and cultural revolutions, which will have an impact on both the educational system as a whole and higher schooling in particular. The shift of modern society to a new economic system has an impact on how education operates. In this sense, there is a transition in the pedagogical of contaminant society to the "humanitarian philosophy of anthropomorphic civilization", which is founded on the notion of such an arrangement of the learning and raising process, in which "students become subjects of their own growth" [1].

Personality-oriented learning is a concern in the educational sector in generally and foreign language instruction in particular. Teaching can be based on a method geared at either the instructor or the learner, or on a mix of both. For generations, the instructor has been the major connection and supervisor of the whole learning experience, and teacher-oriented education has been prioritized. [2].