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Arzu Melikova-Iskenderzade,

PhD Program Doctoral Student

Institute of Education of the Republic of Azerbaijan;

Lecturer at Azerbaijan University of Languages.

Baku, Azerbaijan.

 <https://orcid.org/0009-0003-8108-644X>
arzu_melikova_1992@mail.ru

PROJECT CULTURE OF STUDENTS – FUTURE TEACHERS

Abstract. Contemporary pedagogical science increasingly turns its attention to the issue of developing the project culture of students in pedagogical fields. The significance of this problem arises from the shift in higher education from reproductive models of learning toward practice-oriented and research-based approaches, where project activity occupies a central position. For a prospective teacher, proficiency in project methods becomes not merely a professional necessity but also a criterion of readiness for independent inquiry, pedagogical creativity and innovative thinking. The project culture of students – future teachers represents a combination of knowledge, values, attitudes and skills that ensure the ability to plan, implement and evaluate pedagogical projects aimed at solving educational tasks and fostering the development of learners. It comprises four interrelated components: cognitive, motivational-value, operational and reflective. The formation of project culture requires systematic pedagogical work that integrates both traditional and innovative methods of professional training. Contemporary research demonstrates that the use of Project-Based Learning contributes to the development of independence, critical thinking and responsibility among students. In pedagogical education, project culture performs a dual function: first, it shapes the future teacher's readiness to participate in educational innovations, and second, it prepares them to apply the project method as a means of teaching schoolchildren. The novelty of the article lies in clarifying the content of the concept “project culture of a future teacher” and identifying the pedagogical conditions for its formation in the process of university training. In the modern context, where education is increasingly oriented toward developing 21st-century competencies, project culture becomes a key factor in the professional self-realization of a teacher. It provides the ability to adapt quickly to change, create new educational

practices, work in multidisciplinary teams and effectively solve professional tasks. For a modern teacher, project culture is not only the ability to apply the project method but also a professional mindset shaped by research-based thinking, collaboration and continuous self-development. The formation of this culture in the training process of students in pedagogical specialties is a strategic objective directly influencing the quality of future education and the competitiveness of the national system of teacher preparation. Thus, the article reveals the essence of the project culture of students in pedagogical fields, defines its significance for the professional formation of future teachers and emphasizes the need for a comprehensive system of pedagogical support aimed at developing project competencies.

Keywords: project culture; teacher education; future teachers; project activity; competency-based approach; professional training; innovative methods; facilitation; reflection.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Modern teacher education is undergoing profound changes: digitalization, rapid content updates, and the demand for 21st-century competencies require future teachers to possess not only subject knowledge but also the ability to construct educational situations, design solutions, and be accountable for their results. Under these circumstances, the project-based culture of student teachers is becoming a key indicator of professional readiness. By project-based culture, we mean an integrated, personal, and activity-based education that includes a value-based and motivational readiness for project-based work, knowledge of design methodology and tools, operational skills for managing the full project cycle, and developed self-reflection.

The relevance of this topic stems from the contradiction between the need to train proactive, responsible, and creative teachers proficient in project-based technologies and the lack of systematic efforts to foster a project-based culture in universities. Many curricula include elements of project-based activities, but they are often implemented fragmentedly: there is no unified goal-setting framework, assessment criteria are poorly defined, and individualized trajectories for developing students' project-based competencies are rarely developed. As a result, project assignments are perceived as one-off activities rather than a well-thought-out pedagogical system that supports the professional development of future teachers.

The topic has been well-developed in the scientific literature, focusing on

the general methodology of project-based learning and its impact on learning outcomes. It has been shown that student participation in projects strengthens autonomy, critical thinking, collaboration, communication, and leadership skills. However, the project-based culture of future teachers as a holistic phenomenon remains understudied. This requires clarification of the conceptual framework, identification of structural components and indicators of development, and, most importantly, a description of the pedagogical system of work at the university that ensures the progressive development of this culture from course to course, from pilot micro-projects to complex interdisciplinary tasks.

The research problem is formulated as the following question: What theoretical foundations, pedagogical conditions, and organizational and methodological solutions ensure the development of a project-based culture among student teachers in the educational environment of a university? Resolving this problem is important both theoretically (for developing conceptual frameworks and teacher training models) and practically (for designing educational modules, assessment criteria, tutoring mechanisms, and interactions with base schools).

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Over the past ten years, research on project-based learning (PBL) and the development of a project-based culture in teacher education has advanced in three main areas: meta-analytical and review studies on the impact of PBL on learning outcomes; research on methods and conditions for implementing PBL in teacher training; and the development of assessment tools and reflective practices related to the project-based activities of future teachers.

Large reviews confirm that PBL, on average, improves academic achievement, motivation, and the development of higher-order skills (critical thinking, communication, collaboration, creativity). A representative meta-analysis summarizes dozens of empirical studies and shows a statistically significant positive effect of PBL, provided that the tasks are carefully designed, assessment criteria are clear, and the project duration is sufficient. Important moderators include team size, cycle length (projects of 8–10 weeks are typically effective), and the degree of teacher involvement as a facilitator.

Systematic reviews and methodological studies in recent years emphasize that the effectiveness of PBL in teacher training is linked not so much to the "presence of a project" as to the quality of pedagogical support (facilitation, tutoring, joint criterion setting, regular feedback). Thus, the review by A. Kokotsaki, V. Menzies, and A. Wiggins [1, p. 267–277], which remains relevant today, demonstrates that sustainable results are achieved when project-based

assignments are integrated into the curriculum, coordinated across disciplines, and culminate in a public presentation/evaluation of the product.

In pedagogy, ideas linking project-based activities with competency-based and activity-based approaches are steadily developing. E. Polat [4, p. 29–34] views projects as spaces for collaboration and means for developing ICT and communicative competence in future teachers; A. Khutorskoy [5], links project-based culture with the development of key competencies and personal achievements; V. Slastenin [6] emphasizes that design is a form of professional self-determination for student teachers. Taken together, these works provide a conceptual framework for describing the structure of project-based culture: motivational-value, cognitive, operational, and reflexive components.

International studies of instructional design emphasize interdisciplinarity and integration with STEM/STEAM approaches. R. Ryan & E. Deci [2, p. 68–78] demonstrate that designing learning units based on research into real-world phenomena develops in future teachers the ability to construct learning experiences aligned with standardized learning outcomes and assessment procedures. The monographs and practical guides of J. Thomas [3, p. 45] describe mechanisms for incorporating school partners and external experts into student teacher projects, which increases the realism of tasks and fosters accountability for the results.

A separate section of publications is devoted to assessment in project-based learning. It highlights works that propose rubrics for assessing both the product and the process: contribution to teamwork, project thinking, research activities, communication, and reflection. It has been shown that transparent criteria developed jointly with students enhance learning motivation and the quality of self-assessment; regular reflective practices (reflective essays, retrospectives, portfolios) correlate with increased awareness and responsibility in future teachers.

Contemporary research also identifies typical risks: the formalization of projects (when a "project" is reduced to a presentation without research content), overloading students without assigning roles, a weak connection between tasks and the teacher's professional standards, and a lack of pedagogical support.

Thus, over the past ten years, a general picture has emerged: PBL is a proven effective strategy, and the project-based culture of future teachers is not simply a set of skills, but an element of professional identity. The most convincing results are achieved with a systematic organization of work: from mastering design and planning methodologies (project canvas, schedule, risk log) to communication, presentation, and reflection. However, a shortage of models for a holistic system of work at universities specifically for pedagogical specialties

remains: the sequence of stages over several semesters is rarely described, indicators of development levels are insufficiently validated, and the body of empirical data on the dynamics of project-based culture development is limited. These gaps define the focus of this study, which aims to develop a model and rubrics for monitoring the project-based culture of student teachers.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of this article is to identify the characteristics of the development of a project-based culture in student teachers and to develop ways to improve the pedagogical conditions that support the development of this quality. The methodological framework utilizes competency-based, activity-based, and cultural approaches, allowing us to consider project-based culture as a holistic phenomenon in the professional development of teachers.

The article also aims to scientifically substantiate and describe a system for fostering a project-based culture in students majoring in teaching, aligned with the requirements of the modern school and the logic of the professional and personal development of future teachers. To achieve this goal, the following *objectives* are set:

- clarify the essence and structure of the concept of "project-based culture of future teachers";
- based on an analysis of the literature of the last ten years, identify leading approaches and research gaps;
- determine the pedagogical conditions (principles, forms, technologies, the role of a tutor/mentor) that facilitate the development of a project-based culture;
- model a holistic work system (target, content, process, and assessment-and-result blocks) for the educational environment of a pedagogical university;
- propose indicators and rubricators for assessing levels of development (motivational, cognitive, operational, and reflective components);
- present the results of the pilot/conceptual analysis and practical recommendations for universities and basic schools.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The theoretical significance of this study lies in its clarification of the concept of "project-based culture of future teachers," structuring its components and operationalizing indicators, which allows for the correlation of cultural development with the goals of the educational program. Its practical significance lies in the fact that the proposed system can be integrated into the curricula and

practices of pedagogical universities: as a standalone module ("Project-Based Activities of Student Teachers"), as a cross-curricular framework for disciplines, as a basis for portfolios and final assessments, and as a mechanism for collaboration with base schools and social partners.

The object of this study is the professional training of students majoring in pedagogy in higher education. The subject is a system of pedagogical conditions, tools, and forms of organizing project-based activities that foster a project-oriented culture in future teachers. The study draws on competency-based, activity-based, cultural, and personality-oriented approaches; it utilizes the methodological framework of pedagogical design, analysis and synthesis of scientific sources, comparative analysis of practices, modeling, and expert evaluation.

It is assumed that the effective development of a project-based culture is possible through adherence to a number of principles: practice-oriented approach (focusing on the actual needs of the school and social partner), interdisciplinarity (integration of subject areas), facilitation and tutoring (supporting student independence), reflexivity (regular individual and group reflective procedures), open communication with external clients, and a gradual increase in task complexity (from educational mini-cases to end-to-end long-term projects). The organization of the environment is also important: project seminars, design sprints, educational internships at partner schools, the use of digital project management tools, and the formation of a community of practice (student-mentors, teacher-tutors, teacher-partners).

The expected result is the development and description of a model of the system of work on the formation of a project culture of students-future teachers. The model includes: a) a target block (goal, objectives, expected results for the components of culture); b) a content block (training modules: design fundamentals; design and planning; research component; communication and presentation; pedagogical project at school; reflection and portfolio); c) a process block (forms and technologies: project seminars, interdisciplinary teams, mentoring, interaction with base schools, the cycle "plan-action-analysis-improvement"); d) an evaluation and results block (indicators and rubricators, levels of formation, procedures for external examination and self-assessment). Such a model ensures the integrity, continuity and transparency of the work, makes the student's contribution to the project and his professional growth observable and measurable [9, p. 31–36].

In the context of Azerbaijani pedagogical science, the methodological foundations for developing a project-based culture in future teachers are examined through the prism of competency-based and cultural approaches.

Contemporary researchers emphasize the importance of integrating national educational traditions with international project-based learning practices, which helps foster the development of research and innovative skills in future teachers. Particular attention is paid to developing students' ability to design educational situations adapted to the sociocultural characteristics of Azerbaijan, which aligns with the principles of facilitation, reflexivity, and practice-oriented teaching.

In modern education, the formation and development of personal culture, its value-based definition, are currently prioritized as a key priority. Education is seen as a complex cultural process of student development and self-improvement, as a cultural activity of individuals, and as a heterogeneous cultural space of interaction between education and other social spheres, primarily culture. Thus, design becomes a defining stylistic feature of students' consciousness and existence in all areas of their lives, serving as a prerequisite for the development of their creative abilities.

It should be noted that in the scientific apparatus of general pedagogy, based on the analysis of the hierarchy of conceptual connections between the terminological units: "culture," "personal culture," "culture of activity," "culture of project activity," "project culture of students," "project culture of specialists," the project culture of students is defined as an independent concept. Because in modern society, the development of which is characterized by extraordinary mobility and variability, the project-based type of culture begins to dominate, a combination of technocratic and humane, research and prognostic, informational-educational and social-transformative principles can be traced, and this leads to the fact that each student needs to master project activity in its various forms [10, p. 187].

Consequently, developing a project-based culture is essential for the effective creative development of students, the development of their communicative and organizational skills, information literacy, subjective position, and value-aesthetic attitude toward the environment, the enhancement of the quality of professional training, and the enhancement of their project-based culture. It follows that the process of developing a project-based culture is realized through independent student work, conducted individually or in groups, depending on the goal, scope, and chosen topic of the project, the level of complexity, and the students' skill level. The development of students' project-based culture is integrated into the educational process of the university as a necessary element in the system of training competitive specialists [11, p. 43–46].

The project-oriented culture of future teachers is understood as an integrative personality trait expressing the readiness and ability to implement project-based activities from conception to completion in the educational and

sociocultural spheres.

The structure includes:

- a value-motivational component (internal academic and professional motivation, meaningful attitudes toward project-based activities);
- a cognitive component (knowledge of design principles and technologies, criteria, and risks);
- an operational-activity component (a combination of design, constructive-planning, organizational-communicative, and prognostic skills);
- a reflective-evaluative component (self-analysis, criteria, and levels of self-assessment of results).

Mechanisms for developing a project-based culture.

These mechanisms are developed progressively and encompass: research (searching for and analyzing information, defining a problem); evaluation (selecting alternatives based on criteria); self-determination (making value-based decisions and choosing professional roles); goal-setting (formulating goals and objectives, resource planning); and action (project implementation, monitoring, and correction). The interconnectedness of these mechanisms can be traced across the main areas of pedagogical activity: research, teaching, education, and management.

Model for the formation of students' project culture.

Based on an analysis of the works of domestic and international researchers, a model for developing a project-oriented culture in students has been identified, comprising four interconnected blocks:

- Motivational-goal-based – fosters internal professional motivation and the acceptance of the value of design as a means of professional growth;
- Intellectual-content-based – ensures the assimilation of the theoretical foundations of project work and the development of cognitive readiness;
- Organizational-activity-based – includes project communication, planning, risk and resource management;
- Reflective-evaluative – involves monitoring, evaluation, and self-assessment of results [14].

The Role of the Teacher and the Educational Environment.

The teacher is a key agent in creating conditions that foster the development of students' creative autonomy and responsibility. Effective practice requires the teacher to possess constructive, organizational, communicative, and predictive skills and to demonstrate these skills in reflective professional activity [14].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

- The following research methods were used in this article:

Theoretical and analytical methods:

- Analysis and synthesis of the scientific literature of the last 10 years on project-based learning (PBL) and the development of a project-based culture;
- Review of international and domestic research.

- Theoretical modeling of the conceptual structure of project-based culture (motivational-value, cognitive, operational, and reflective-evaluative components).

Methodological approaches:

- Competency-based approach – considering project-based culture as an integral quality associated with professional readiness;
- Activity-based approach – analyzing students' project-based activities as a form of professional and personal development;
- Cultural approach – assessing the role of the educational environment and national pedagogical traditions in shaping a project-based culture;
- Students-centered approach – considering students' individual development trajectories and their value-motivational readiness.

Comparative analysis of domestic and international experience, including the integration of national and international project-based learning practices/

Reflexive and evaluative procedures (self-assessment, portfolio, product evaluation).

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The study confirmed that developing a project-based culture in student teachers is a complex, multi-layered process in which the personal, cognitive, and activity-based components of professional development are interrelated. An analysis of scientific sources revealed a persistent interest in project-based learning and the professional training of next-generation teachers in both domestic and international pedagogy. Recent research [4] has demonstrated that project-based learning contributes to the development of key competencies, the formation of an exploratory mindset, and the growth of professional autonomy in future teachers.

Based on a summary of theoretical and methodological principles [7], the project-based culture of future teachers was examined as an integrative personality trait formed through active interaction with the educational environment. Relying on cultural-activity-based and constructivist approaches allowed for the project to be viewed as a form of personal and professional self-

development, where knowledge is not transmitted in a ready-made form, but is constructed by the subject through research and creative activity.

Theoretical analysis allowed for a clarification of the structure of project-based culture among students-future teachers. It includes a motivational-value component (awareness of the importance of project-based activities for professional growth), a cognitive component (proficiency in project technologies and research methods), an operational component (the ability to develop and implement project ideas), and a reflective component (the ability to self-assess and adjust one's own performance). This understanding of the structure provides the basis for constructing a pedagogical model for developing a project-based culture in higher education.

CONCLUSIONS / ВИСНОВКИ

An analysis of practical experience revealed that the effectiveness of fostering a project-based culture depends largely on the role of the teacher. They act not only as a source of information, but above all as a facilitator, mentor, and partner for students, creating conditions for independent choice, initiative, and responsibility. The teacher becomes the organizer of an educational space where each student has the opportunity to express themselves through project-based activities and experience a sense of personal success and the social significance of their work.

The university's educational environment, with its innovative and communicative potential, is of particular importance. An environment open to collaboration, exchange, and reflection fosters students' creativity and initiative. Furthermore, the integration of interdisciplinary connections, ensuring the integrity of project-based learning and the development of systems thinking, is a key factor. Azerbaijani researchers emphasize that the combination of national pedagogical traditions and international project-based learning practices creates conditions for professional mobility and innovative readiness among pedagogical graduates.

The model for a project-based culture development system developed during the study is based on the principles of practice-orientedness, facilitation, interdisciplinarity, and reflexivity. These principles ensure the unity of theoretical training, project-based practice, and students' research activities. Pedagogical support is built on collaboration, gradual independence, and meaningful self-reflection, enabling students to move from a position of executor to a position of creator and implementer of educational change.

Key mechanisms for developing a project-based culture include: engaging students in real-life social and pedagogical projects; organizing teamwork; creating conditions for critical reflection on the results obtained; and developing communication skills and public advocacy for project ideas. These mechanisms develop students not only in professional competencies but also instill a valued attitude toward creativity, responsibility, and social engagement.

A comparative analysis of domestic and international studies shows that in all successful project-based learning models, the teacher plays a central role as the coordinator and inspirer of the process. It is the teacher who fosters an atmosphere of trust and openness, creating conditions for the self-realization of each project participant. The sustainability and effectiveness of the entire system for fostering a project-based culture in students depends on the level of their pedagogical culture, their willingness to innovate, and their willingness to reflect.

Overall, the results of the study suggest that developing a project-based culture in pedagogical students requires a systematic approach, including updating training content, improving teaching methods, and enhancing teacher qualifications.

Thus, a project-based culture is an integral component of the professional preparedness of a modern teacher. Its development is possible only through a targeted, scientifically grounded organization of the pedagogical process, which combines theory and practice, individual and collective, national and international. A combination of theoretical and empirical findings confirms that developing a project-based culture in students contributes to the renewal of teacher education and meets the demands of innovative societal development.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The practical significance lies in the possibility of introducing the obtained results into the educational process of universities in Azerbaijan and into international programs for training new types of teachers.

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ПРОЕКТНА КУЛЬТУРА СТУДЕНТІВ – МАЙБУТНІХ ВЧИТЕЛІВ

Мелікова-Іскендерзаде Арзу Расім гизи,
докторантка програми PhD з педагогіки
Інституту освіти Азербайджанської Республіки;
викладачка Азербайджанського університету мов.
Баку, Азербайджан.

 <https://orcid.org/0009-0003-8108-644X>
arzu_melikova_1992@mail.ru

Анотація. Сучасна педагогічна наука все більше звертає увагу на питання розвитку проектної культури студентів педагогічних спеціальностей. Значущість цієї проблеми виникає через перехід у вищій освіті від репродуктивних моделей навчання до практично-орієнтованих та дослідницьких підходів, де проектна діяльність займає центральне місце. Для майбутнього вчителя володіння проектними методами стає не просто професійною необхідністю, а й критерієм готовності до самостійного дослідження, педагогічної творчості та інноваційного мислення. Проектна культура студентів – майбутніх вчителів являє собою сукупність знань, цінностей, ставлень та навичок, що забезпечують здатність планувати, реалізовувати та оцінювати педагогічні проекти, спрямовані на вирішення освітніх завдань та сприяння розвитку учнів. Вона складається з чотирьох взаємопов'язаних компонентів: когнітивного, мотиваційно-ціннісного, операційного та рефлексивного. Формування проектної культури вимагає систематичної педагогічної роботи, яка інтегрує як традиційні, так і інноваційні методи професійної підготовки. Сучасні дослідження показують, що використання проектного навчання сприяє розвитку самостійності, критичного мислення та відповідальності у студентів. У педагогічній освіті проектна культура виконує подвійну функцію: по-перше, вона формує готовність майбутнього вчителя до участі в освітніх інноваціях, а по-друге, готує його до застосування методу проектів як засобу навчання школярів. Новизна статті полягає в уточненні змісту поняття «проектна культура майбутнього вчителя» та визначенні педагогічних умов її формування у процесі університетської підготовки. У сучасних умовах, коли освіта все більше орієнтується на розвиток компетенцій 21 століття, проектна культура стає ключовим фактором професійної самореалізації вчителя. Вона забезпечує здатність швидко адаптуватися до змін, створювати нові освітні практики, працювати в

мультидисциплінарних командах та ефективно вирішувати професійні завдання. Для сучасного вчителя проектна культура – це не лише здатність застосовувати метод проектів, а й професійний спосіб мислення, сформований дослідницьким мисленням, співпрацею та постійним саморозвитком. Формування цієї культури у процесі навчання студентів педагогічних спеціальностей є стратегічним завданням, яке безпосередньо впливає на якість майбутньої освіти та конкурентоспроможність національної системи підготовки вчителів. Таким чином, у статті розкривається сутність проектної культури студентів педагогічних спеціальностей, визначається її значення для професійного становлення майбутніх учителів та наголошується на необхідності комплексної системи педагогічної підтримки, спрямованої на розвиток проектних компетенцій.

Ключові слова: проектна культура; педагогічна освіта; майбутні учителі; проектна діяльність; компетентнісний підхід; професійна підготовка; інноваційні методи; фасилітація; рефлексія.

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