ABSTRACT

On the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
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"Project-Based Learning Methods as a Means of Forming Professional Competencies in Future Teachers of Russian Language and Literature"

The relevance of this research is determined by current trends in the development of higher pedagogical education associated with the renewal of the content of professional training for future teachers, the strengthening of the practice-oriented nature of education, the digitalization of the educational environment, and the increasing requirements for the level of teachers' professional competence. Under the conditions of modernization of the education system of the Republic of Kazakhstan, the search for effective pedagogical tools that ensure not only the acquisition of theoretical knowledge, but also the formation of future teachers' readiness to solve real professional tasks, to interact productively in the educational environment, to use digital resources, to design the educational process, and to reflect on their own pedagogical activity becomes especially significant. In this context, project-based teaching methods are considered an effective tool for forming professional competencies in future teachers of Russian language and literature.

The relevance of the topic is further enhanced by the fact that, despite the considerable number of studies devoted to the competency-based approach, teacher training, and project-based learning, the issue of forming professional competencies in future teachers of Russian language and literature specifically through project activity remains insufficiently studied. The problem of developing a holistic training model, in which project-based methods would act as a systematic means of forming methodological, communicative, project, integrative-digital, and reflective competencies, also requires special scientific consideration.

The object of the research is the process of professional training of future teachers of Russian language and literature in the context of a pedagogical university.

The subject of the research is the formation of professional competencies in philology students by means of project-based teaching methods.

The purpose of the research is to develop, theoretically substantiate, and experimentally verify the effectiveness of project-based teaching methods as a means of forming professional competencies in future teachers of Russian language and literature.

The research hypothesis is based on the assumption that the introduction into the professional training of future teachers of Russian language and literature of an authorial model based on project-based teaching methods, supported by methodological guidance and diagnostic tools, will contribute to the effective formation of key professional competencies: methodological, communicative, integrative-digital, project, and reflective.

In accordance with the purpose, subject, object, and proposed hypothesis, the following research objectives were set:

1. To theoretically substantiate the essence and structure of professional competencies of future teachers of Russian language and literature, taking into account modern requirements for pedagogical activity and the integrative nature of competencies.

2. To identify and analyze the pedagogical potential of project-based teaching methods as a means of forming the professional competencies of a future teacher-philologist in a bilingual educational environment.

3. To develop and substantiate an authorial methodological model for the formation of professional competencies in future teachers of Russian language and literature, based on project-based teaching methods and including target, content, procedural, organizational, and resultative components.

4. To develop methodological support for project activity, including stages, a typology of tasks, diagnostic tools, and to prepare future teachers for the implementation of the project method in educational practice.

5. To carry out an experimental verification of the effectiveness of the developed model and present recommendations for the introduction of project-based teaching methods into the practice of training future teachers of Russian language and literature.

The methodological basis of the research consists of the competency-based, activity-based, learner-centered, acmeological, and anthropological approaches. The competency-based approach ensured consideration of teacher training content through the formation of key professional competencies necessary for effective pedagogical activity. The activity-based approach made it possible to organize learning on the basis of students' active position, developing their skills in designing, analyzing, and making independent decisions. The learner-centered approach provided conditions for self-development, professional motivation, and individual growth of students. The acmeological approach is aimed at achieving a high level of professionalism and self-actualization of the future teacher. The anthropological approach made it possible to take into account the value-semantic attitudes of the future teacher's personality, as well as his or her spiritual, cultural, and humanistic potential.

The research methods included a set of interrelated theoretical, practical, experimental, and mathematical-statistical methods. The theoretical methods included analysis, synthesis, comparison, and systematization of scientific sources on the research topic, as well as modeling of professional training and determining the structure and content of competencies. Practical methods included observation, information gathering, surveys, diagnostic tasks, expert assessments, and student self-assessment. Experimental methods included the ascertaining, formative, and control stages of pedagogical research. Mathematical-statistical methods were used for quantitative interpretation of experimental results, comparative analysis, and data visualization in tables and diagrams.

Provisions submitted for defense:

1. The professional competencies of a future teacher of Russian language and literature represent an integrative formation that includes methodological, communicative, project, integrative-digital, and reflective components ensuring readiness for independent and productive pedagogical activity in the modern education system.

2. Project-based teaching methods have high pedagogical potential in the formation of professional competencies, since they promote the activation of students' thinking activity, the development of critical thinking, creativity, teamwork skills, and independent search for solutions in a bilingual environment.

3. The authorial model of professional competency formation, developed on the basis of the project method, includes interrelated components–target, content, procedural, organizational, and resultative – and ensures the integrity, systematic nature, and practical orientation of professional training.

4. The methodological support of project activity within the framework of the model includes multi-level tasks, phased implementation, digital tools, and diagnostic materials, which allow future teachers to effectively apply project-based methods in educational practice.

5. Project-based learning methods are an effective means of developing the professional competencies of future teachers of Russian language and literature through the implementation of the proposed model. This is confirmed by the results of the experimental study, which demonstrate a statistically significant increase in the level of professional competence development among students in the experimental group.

The scientific novelty of the research lies in the fact that the study clarifies the understanding of the professional competence of a future teacher of Russian language and literature in the context of project-based learning and a bilingual educational environment; five key professional competencies are identified and scientifically substantiated: methodological, communicative, project, integrative-digital, and reflective. An authorial model for the formation of professional competencies has been developed, based on the integration of the project method with competency-based, activity-based, learner-centered, acmeological, and anthropological approaches. Methodological support for project activity has been created, including a typology of tasks, diagnostic tools, and an assessment system, and the effectiveness of the proposed model in the context of a pedagogical university has been experimentally confirmed.

The theoretical significance of the research lies in expanding and deepening scientific and pedagogical ideas about the possibilities of project-based teaching methods in the system of professional training of future teachers of Russian language and literature. The study clarifies the theoretical and methodological foundations of the formation of professional competence of a future teacher in the humanities, reveals the potential of project-based learning as a tool for implementing the competency-based approach, and substantiates the need to integrate project activity with the objectives of modern pedagogical education. The theoretical analysis made it possible to show that project-based methods have considerable potential for

developing meta-subject and professional qualities of a future teacher, including critical thinking, communicative skills, research activity, and digital literacy. The research materials create a theoretical basis for further study of competency-oriented models of teacher training.

The practical significance of the research is determined by the possibility of introducing its results into the educational process of pedagogical universities, in the development of curricula, methodological complexes, special courses, workshops, as well as in the materials, project tasks, diagnostic tools, and recommendations for supporting system of advanced training for teachers. In the course of the research, methodological students' project activities were developed. Game-based and case-based project tasks focused on real pedagogical situations, bilingual context, the development of critical thinking, reflection, creative interaction, and professional self-identification were created. A set of thematic projects adapted to the educational environment of a Kazakhstani university and to the specifics of training future teachers of Russian language and literature was prepared. The practical significance of the work is also associated with the possibility of using the developed model as an adaptive modern toolkit in the university system of teacher training.

The approbation of research results was carried out at scientific and methodological seminars of PhD doctoral students and at meetings of the Department of Russian Language and World Literature of Al-Farabi Kazakh National University in the period from September 2024 to May 2026. Eight scientific papers were published on the topic of the dissertation research, including 1 article in a journal indexed in the international Scopus and WoS databases, 3 articles in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and 5 publications in the proceedings of international scientific and practical conferences.

Article in a journal included in the international Scopus database:

1. Anthropological Approach to Project Activities for the Professional Identity Formation of a Teacher in a Bilingual Environment // J. Sib. Fed. Univ. Humanit. soc. sci. – 2025. – 18(9). – P. 1718–1731.

Articles in journals included in the list recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan:

1. Project Activity as the Basis of Partnership Interaction between Teacher and Student in the Educational Process // Bulletin of Abai KazNPU. Series "Pedagogical Sciences". – 2025. – Vol. 86. – No. 2. – P. 266–276.

2. Key Competencies of a Teacher of Russian Language and Literature as the Basis of Successful Teaching // Eurasian Journal of Philology Science and Education. – 2026. – 201(1).

3. Gamification and Interactive Learning in Secondary and Higher Education in Kazakhstan // Higher Education in Kazakhstan. – 2026. – No. 1(53). – P. 89–105.

Articles in conference proceedings:

1. The Role of Project Activity in the Development of Interdisciplinary Competencies of Future Teachers // Interaction of Science and Society: Language, Innovation, Culture. – Almaty, 2024.

2. Prospects for the Digital Transformation of Project-Based Learning in Higher Education in Kazakhstan // Bulletin of Science. – 2025. – Vol. 3. – No. 4(85). – P. 378–391.

3. The Main Aspects of Teacher's Professional Competence // NJD-iScience. – 2025. – No. 148. – P. 50–53.

4. Asel Omar's Story "Rain" in Project-Based Learning of Future Teachers of Russian Language and Literature // Contemporary Kazakh Prose: Leading Trends, New Names, and Prospects for Study. – Almaty, 2025.

5. Project-Based Learning Methods as a Factor in Developing Students' Professional Competence in a Digital Educational Environment // Proceedings of the International Scientific and Practical Conference "Digital Humanities in Science and Education: Trends and Prospects for the Digital Transformation of Humanities Knowledge." April 23–24, 2026. – Almaty, Kazakhstan. – P. 51–54.

Structure of the research. The thesis consists of an introduction, three sections, a conclusion, a list of references and appendices.