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**FORMATION OF PROFESSIONAL AND LEGAL COMPETENCE OF
FUTURE TEACHERS IN THE PROCESS OF PROJECT-BASED LEARNING**

Specialty 13.00.01 – General pedagogy,
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ABSTRACT OF THE THESIS
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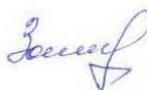
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GENERAL DESCRIPTION OF WORK

The relevance of the study. The development of society associated with the constant changes in social life requires from specialists the ability to independently search for information, possession of profound professional knowledge and knowledge in the field of law, professional, creative self-development and self-improvement, possession of communication skills, striving for independent search for the necessary information in all fields of activity. Modern educational organizations of higher education are faced with the task of improving the quality of training professional personnel, including future teachers, focused on improving the learning process to meet the requirements of the labor market.

This activity is implemented in the framework of the Concept for the Development of Education for 2016-2020, approved by the Government of the Russian Federation. This document assumes the introduction of high requirements for pedagogical workers, the formation of their abilities to solve new learning tasks, possession of legal bases in the performance of job duties, in general, formation of professional competence of future teachers.

It is also important to address issues of correlation between employers' requirements and Federal educational standards of higher education and the definition of uniform levels of formation of competencies based on learning outcomes. This actualizes the issue of determining and evaluating professional competence data within the professional standard of a teacher and the national system of teacher growth, carried out in order to create conditions, taking into account the stages and means of professional development and self-improvement of a teacher from the level of an educational organization graduate to a teacher.

In the light of the relevance of the issues of expanding the competence of the teacher, their assessment and increasing requirements for the level of legal training of teachers, there is a need to expand the structure of the competence of the teacher by including the professional legal component. This is explained by the fact that, according to the requirements of the professional standard "Teacher (pedagogical activity in the sphere of preschool, primary general, basic general, secondary general education) (educator, teacher), the teacher's labor functions include knowledge and compliance with the laws of Russia and other legal acts regulating educational activities, in particular knowledge of the legislation on the rights of the child, the fundamentals of the design of the educational process on the basis of the Federal State standard, legal and local regulations governing the implementation of the activities outside the educational institution; the ability to protect the dignity and interests of students using the capabilities of the law; knowledge of labor laws, rules on labor protection and environmental safety requirements, knowledge of the regulatory framework and the ability to apply it in practice in a given situation within the framework of their professional activities, creating a legal space for the development of a student's personality.

However, the analysis of the normative acts shows that there is a gap, the essence of which is in the absence of compliance of the regulated competences in the field of law with the ratio of the Federal State Educational Standard and the teacher's professional standard. There is no clear correlation between the specified requirements for the results of the program, aimed at possession of knowledge, skills in the legal sphere, defined in the Federal State Educational Standard of Higher Education in pedagogical areas and teacher-oriented labor functions regulated by the teacher's professional standard. An example is the allocation in the professional standard of the need to protect the dignity and interests of students, the formation of tolerance, knowledge of labor legislation and the lack of indication of the need to form these abilities in the Federal State Standard for Higher Education. Requirements for employees and requirements for the results of mastering the curriculum, which are the basis

for the further practical implementation of professional activities, should be related in all positions.

In the scientific and pedagogical literature issues of the formation of students' competencies are reflected in the works of V.N. Vvedensky, I.A. Winter, G.I. Ibragimova, A.K. Markova, A.M. Novikova, P.P. Terekhova, A.V. Khutorskoy and others. Some aspects of teachers training are presented in the works of L.M. Mitina [113], T.M. Sorokina and others. Methodological and theoretical aspects of training specialists in other fields of activity were covered in the works of V.G. Katasheva, P.N. Osipova, S.K. Savitsky, R.S. Safina, N.A. Chitalina and others.

At the same time, the issues of studying and forming professional-legal competence as a necessary structural element in the teacher's work activities are extremely insufficiently covered. There are also few papers devoted to the problem of legal training.

The works of A.A. Zhigulina, A.V. Karieva, E.Yu. Odinokova, M.A. Sobolevoj, N.V. Yurasyuk and others are devoted to the issues of legal competence of non-legal specialists. Some issues of designing the content and the basis for the formation of the legal competence of future teachers are disclosed in the works of E.E. Andreeva, A.S. Anikina, A.V. Korotun, G.Sh. Sypacheva. Some aspects of the future teacher's legal culture are covered in the studies of S.V. Voronkova, A.R. Khisamova and others. The fundamentals of law teaching are presented in the works of E.M. Kropaneva, V.Yu. Ovchinnikova, E.A. Pevtsovoy and others.

The scientific literature presents the results of the study of difficulties with which teachers are most often encountered in daily practice. The greatest difficulties were associated with the legal foundations of vocational education (S.V. Baranova, F.T. Shageeva).

Formation of legal competence in the process of preparing future teachers will provide an opportunity to circumvent professional problems in solving legal issues in the pedagogical sphere, contribute to social and legal protection in the exercise of professional work, will contribute to the formation of legal awareness of students, their citizenship and patriotism.

Researchers, analyzing the problem of the teacher's professional activity and focusing on the importance of legal competencies for professional growth, identify a number of approaches to the issues of the structural components of the professional and legal competence of teachers. An analysis of the literature on the identification of the structural composition of the professional competence of a teacher (E.E. Andreeva, A.S. Anikina, A.V. Korotun, G.Sh. Sypacheva, etc.) makes it possible to argue that there is a fairly large variety of professional components legal competence and there is no consensus on this issue. It is important to note the fact of frequent repetition of the name of a structural component of a teacher's competence in the works of various authors or a wording with a synonym close to the lexical meaning, but a similar interpretation of the concept's content, which complicates the process of training specialists given the teacher's integral legal competence.

This problem needs to be solved by highlighting generalized categories for all structural components of the teacher's legal competence represented in the pedagogical literature.

In the majority of studies devoted to the study of professional legal competence, the main role in its formation is assigned to the teacher, with the passive role of students. At the same time, we note that the modern world requires the preparation of independent, motivated, capable of self-development specialists, the development of professional competence which is possible with their active cognitive, practice-oriented work in training activities. It is

important to talk not about the formation of competence by the teacher, but its development by students, focusing on their activity in the learning process.

An effective tool for the formation of professional legal competence, activating the search and creative activities of students, is project-based learning. It reveals the enormous opportunities for the development of the personality of students of higher education, including in the formation of professional legal competence.

The issues of project-based learning implementation in practice are the center of scientific research of numerous researchers, among them O.I. Genisaretskogo, G.L. Ilyina, E.S. Polat and others. In the research work, problems of competence development in the process of project-based learning in educational programs of secondary vocational education (V.G. Veselova, I.V. Koryakina, S.Yu. Kurilova, etc.), organizational and pedagogical capabilities of mastering project-based learning (O.V. Skurikhina and others), creative project activities (L.P. Efimov, etc.), the formation of research competence through project activities (A.A. Gubaidullin, etc.). Also studies of the involvement of teachers in the implementation of project-based learning in the organization of the educational process are relevant (D.K. Galiullin, E.F. Nasyrova, etc.) and methodological issues of project training (N.V. Matyash, N.P. Polichka, N.F. Yakovleva and others).

An analysis of the knowledge of the problem under consideration allows us to conclude that despite the large amount of valuable knowledge about various aspects of project education, its potential in shaping the professional and legal competence of future teachers is still not sufficiently realized, which lies in the essential role of project education in developing the ability to competently apply theoretical legal knowledge in professional activities, in the transition of the learning process from the assimilation of ready legal knowledge, skills to productive, involving the improvement of the creative abilities of the individual and the skills of self-education, which is extremely important in the age of development of the project-technological type of culture. Practical consolidation of knowledge is carried out as a result of independent activities on the project, during which the student penetrates into the studied phenomena, objects, it is included in the solution of educational and professional problems, the creative realization of students in learning activities, the formation of the socially active position of the student due to constant interpersonal interaction with other participants in the professional legal process. This activity allows you to combine theory and practice, educational, research, professional self-realization. As a result of the project, students form a model of their future professional tasks, which is the basis for the development of professionalism and psychological preparation for performing certain duties in the pedagogical sphere. There is an effective impact of project training on each structural component of professional legal competence.

When implementing project-based training, little attention is paid to the personal characteristics of students. It is important to consider this training as a process, the implementation of which is the differentiation of students. It is important to take into account the subjective characteristics of each student, which requires a special approach to the distribution of functions in the project team. Determining the functionality of students in group project work gives the opportunity to fully reveal in this activity. The consideration of interest in the performance of certain functions in the project group will allow the teacher to determine for the student a goal to carry out a less interesting activity. This will enable the student to try himself later in the performance of another function in the group and, as a consequence, to form a comprehensively developed student who does not become isolated in the performance of one specific activity within the framework of project training.

The lack of realization of the potential of project-based training is confirmed in our study of the work programs of the disciplines of Russian universities implemented as part of training activities in a number of areas of training in the enlarged group of specialties 44.00.00 Education and Pedagogical Sciences. The study showed that out of the total number of studied programs (for the 2016-2017 academic year), 79% of project training is not planned.

Such results, in our opinion, are connected with difficulties of teachers in preparing for project activities, lack of time, lack of success at its initial stages, lack of desire to develop students' creative beginnings, in particular, using this project technology, preparing abstracts presented as a project. Also relevant are the issues of lack of integrity and unity in the development and implementation of a pedagogical model of the formation of professional legal competence in the process of project training and the conditions for its effective functioning.

The need to eliminate the presented shortcomings reveals a contradiction between the pedagogical potential available in the project training, contributing to the formation of professional legal competence of future teachers, and the insufficiently developed pedagogical support system for the effective use of project education in the formation of professional legal competence of future teachers.

This contradiction defines the problem of research - how to ensure the effectiveness of the use of the pedagogical potential of project-based learning in the formation of the professional and legal competence of future teachers.

The problem determined the choice of the topic of the present research "Formation of professional and legal competence of future teachers in the process of project-based learning".

The purpose of the study: to develop and experimentally test the effectiveness of the system of pedagogical support for the formation of professional legal competence of future teachers in the process of project training.

The object of research work is the process of formation of professional legal competence of future teachers.

The subject of the study is the system of pedagogical support for the formation of professional-legal competence of future teachers in the process of project-based learning.

The hypothesis of the study: indicators of the development of professional legal competence of future teachers in the process of project-based training will meet the requirements for the results of the program, defined by the Federal State Educational Standard of Higher Education, testify to possession of labor activities, the necessary skills and knowledge regulated by the teacher's professional standard if:

- the use of theoretical knowledge in practice is preceded by a comprehensive study of the components of the structure of professional legal competence, which is carried out through the application of project training;

- the structure of professional legal competence will include cognitive-legal, motivational-legal, social-legal, special-legal, reflexive-legal components, which are dictated by the requirements of the teacher's professional standard, in particular, the need to train future teachers who know and follow the laws of Russia and other legal acts regulating educational activities, labor laws and the importance of the formation of justice, citizenship and patriotism, the ability to protect the dignity and interests of students using the capabilities of the law;

- to develop a pedagogical model of professional-legal training of future teachers, providing for differentiated (dividing students into types according to the dominant function

when implementing project training) a continuous, step-by-step and consistently complicating process from getting acquainted with the fundamentals of project training to creative self-realization of students structural components of the professional competence of the future teacher and the comprehensive disclosure of the essence and structural components, organizational and methodological tools, methods and means of their formation and its development through certain training methods;

- to justify the pedagogical conditions that contribute to the effective implementation of the pedagogical model of the formation of professional and legal competence of future teachers in the project-based learning process and covering the entire model as a whole from the moment goals are defined until the result is achieved;

- identify the criteria, indicators and levels of professional legal competence of future teachers, confirming the effectiveness of the developed model and the proposed conditions for its effectiveness.

Purpose and hypothesis define the following **research tasks**:

1. To substantiate the structure of the professional legal competence of future teachers.
2. Identify the pedagogical potential of project-based learning in the formation of professional-legal competence of future teachers.

3. Develop and justify a pedagogical model of the formation of professional legal competence in the process of project-based training and determine the pedagogical conditions for its effective implementation.

4. To conduct an experimental verification of the system of pedagogical support for the formation of the professional and legal competence of future teachers in the process of project training.

The theoretical and methodological basis of the research work is the student-centered approach (V.V. Serikov, E.V. Bondarevskaya, I.S. Yakimanskaya, and others); ideas of the competence approach (A.A. Verbitsky, I.A. Zimnyaya, A.V. Khutorskoy, P.P. Terekhov, etc.); system approach (A.G. Asmolov, M.S. Kagan, etc.), activity approach (V.V. Davydov, A.N. Leontyev, R.Kh. Shakurov, etc.), design-technological approach (A. M. Novikov, G.I. Ibragimov and others).

Theoretical basis of research is the situation of didactics of higher school (V.I. Andreev, A.V. Verbitsky, V.I. Zagvyazinsky, I.Ya. Lerner, V.G. Katashev, M.I. Makhmutov, R.A. Nizamov, F. L. Ratner, V.A. Popkov, N.Yu. Postalyuk, V.V. Serikov, R.S. Safin, etc.), theories of law teaching (EM Kropaneva, E.A. Pevtsova), theories the creative formation and self-development of the student (V.I. Andreev, D. B. Bogoyavlenskaya , etc.); concepts of project training (J. Dewey, G.L. Ilyin, M.B. Pavlova, E.S. Polat, etc.); psychological theories of personal development (L.S. Vygotsky, L.M. Popov, A.O. Prokhorov, S.L. Rubinstein, etc.); the basic principles of the theory of continuous education (EM Ibragimova, Yu.A. Kustov, , etc.), vocational training and self-education (G. N. Serikov, V. A. Slastenin, etc.), concentrated training (G.I. Ibragimov), theoretical approaches to the modeling of professional activity (N.V. Kuzmina).

The following research methods were used at different stages of the development of the theme of the dissertation work to solve the tasks, check the initial assumptions:

- theoretical – theoretical analysis of psychological and pedagogical, special and methodical literature on the subject of research; modeling and design of the learning process; generalization of research results and pedagogical experience;

- empirical – the study of students ' activities through questionnaires, oral and written surveys; experimental activities, testing, analysis of documents-curricula and work programs;

methods of mathematical, statistical processing of research results; comparative experiment, monitoring of research results.

Experimental base of research. The study was conducted on the basis of Kazan (Volga) Federal University, Elabuga Institute of Kazan (Volga) Federal University, Naberezhnye Chelny state pedagogical University.

The original contribution of the research:

1. The structure of professional and legal competence of teachers is specified. The generalized categories for the structural components of professional and legal competence of the teacher presented in the pedagogical and psychological literature are allocated. These categories are considered in the unity of the leading components of professional legal competence of the teacher: motivational-legal, cognitive-legal, social-legal, special-legal, reflective-legal.

2. Revealed the educational potential of project-based learning in the formation of professional and legal competence of future teachers aimed at the development of personal and professional legal skills of future teachers, increase of level of legal motivation, development of skills of working with information and ensuring increase of efficiency of mastering of educational material and effective application of legal knowledge in the implementation of competencies in the future, creative implementation in practice, educational, legal, and social activity, the effectiveness of interpersonal interaction in the educational process, and self-realization in the future in the implementation of legal activities in the pedagogical sphere, legal interaction, cooperation with public authorities in the implementation of the learning process, in the transition from the reproductive assimilation of legal knowledge to productive, the possibility of future independent professional legal design on the basis of educational design.

3. The effective influence of project training on the formation of professional and legal competence, namely on each component of its structure. The features of differentiated sequential and step-by-step application of project training in order to form professional and legal competence of future teachers are presented.

4. The typology of students on the dominant function in the implementation of project training. Taking into account the fact that students in the implementation of project activities tend to perform one specific function, their interest in a particular activity, the implementation of which is carried out with the greatest impact and focus on the result, the study identified such types as: theorist (characterized by interest in the study of the theoretical basis of the problem, expressed in the study of scientific and methodological literature, the historical basis of the issue); the organizer (mainly invests in the organization of the group, self-organization, planning stages, distributes roles, is responsible for the timely implementation of each stage of the project, exchanges organizational information on the project with the teacher); thinker (characterized by activity in thinking through options for solving the problem, the problem); researcher (prefers to take an active part in the organization and conduct of research: survey, experiment, observation, comparison, etc., analysis of the experimental data); editor (interest in the design of the research results, technical preparation and presentation); speaker (this type has the ability of public speaking and wants to present to the public the result, to make a presentation of the material on the project); practitioner (in the implementation of the project the most exciting for him is the interest in the practical application of new knowledge, practical implementation of the project). Taking into account these types will allow in the future to distribute the functions in the project group, taking into account the less interest in the performance of specific activities, which is carried out for the comprehensive development of the student.

5. The system of pedagogical support of formation of professional and legal competence in the process of project training, in particular the model of formation of professional and legal competence of future teachers with the use of project training and pedagogical conditions of its functioning is developed and experimentally tested. The model of formation of professional and legal competence of future teachers in the process of project training reveals the content of differentiated, continuous, step-by-step and consistently complicated process from acquaintance with the basics of project training to creative self-realization of students, including a comprehensive study of the content of the leading structural components of professional and legal competence of the future teacher and comprehensive disclosure of the essence, structural components, methods and means of their formation and development through certain teaching methods. The model has the following blocks: target, structural, content-procedural, evaluative, effective.

The complex of pedagogical conditions for effective implementation of the model contains 3 blocks: motivational-value, organizational-content and effective.

6. Criteria and indicators of assessment of formation of professional and legal competence of future teachers in the course of project training are developed: cognitive and legal criterion (awareness of the content of the main branches of law and mechanisms of legal regulation of public life, knowledge of the legal norms regulating the pedagogical sphere of activity, possession of system of integrated knowledge of legal activity in the implementation of pedagogical duties, knowledge of mechanisms of their continuous improvement, ability to find new sources of legal information, the ability to find a way out of all problem situations using the foundations of law, the ability to implement theoretical legal knowledge to solve professional legal problems); motivational and legal criterion (emotional and sensual manifestations of the subject in relation to law, the need for professional legal training, the formation of legal values, the ability to learn their own legal motivation and management); social and legal criterion (psychological and pedagogical awareness and possession of methods of action focused on interpersonal interaction within the framework of legal norms with students, colleagues, administration); special legal criterion (formation of citizenship and patriotism, legal culture, legal thinking, legal consciousness); reflexive legal criterion (ability to predict the result of legal training and the ability to analyze the effectiveness of professional legal activities, etc.).

The theoretical significance of the study lies in the fact that the contribution to the scientific justification of the pedagogical potential of project training in the training of teachers. The study expands the understanding of the components of the structure of professional and legal competence of the future teacher and their characteristics, which makes it possible to take them into account in the definition of competencies at the legislative level and in the training of specialists in the educational process. Types of students on the leading functional activity in the project that expands opportunities of influence on development of each student in the course of project training are presented. The pedagogical model of formation of professional and legal competence of the future teacher and the conditions of its effective functioning complement the scientific vision of the professional development of teachers.

The practical significance of the study lies in the fact that on the basis of the study the stages of project activities in the formation of professional and legal competence of future teachers, which can be used in the organization of the process of practice-oriented learning. Developed and tested the effectiveness of the model of professional and legal training of future teachers using project training, which can be the basis for the formation of professionally competent teachers. The effectiveness of the complex program "formation of

components of the structure of professional and legal competence of future teachers through the use of project training", implemented within the framework of the model, as a way to improve the performance of future teachers. The materials of this work can be used in the work of teachers aimed at improving the efficiency of legal training, which is carried out through the use of project training.

Investigation phases:

First stage (2014) - the analysis of the investigated problem, the theoretical understanding of the theme of the work, identified such basic positions as the object, purpose and objectives, formulated a hypothesis, studied the conceptual apparatus, developed a method of experimental work, the analysis of the content of the problem by studying the philosophical and psychological-pedagogical, legal sources, studied practical and pedagogical experience.

Second stage (2014-2015) - a model of professional and legal training of future teachers using project-based training was developed and the conditions for its effective implementation were determined. The program was developed, the purpose of which is the positive formation of professional and legal competence of the future teacher with the use of project training. Criteria and levels of realization of professional and legal competence in the process of teacher training are defined.

Third stage (2014-2018) - a ascertaining experiment was conducted to determine the initial level of professional and legal competence of future teachers. A formative pedagogical experiment was carried out, which is expressed in the implementation of the program aimed at improving the effectiveness of the formation of professional and legal competence of future teachers using project training. An experimental test of the effectiveness of the system of pedagogical support of professional and legal training of future teachers using project-based training was conducted. The processing and generalization of the experimental results, the conclusions on the work done, the results of theoretical and experimental research are formulated.

The reliability and validity of the research results are provided by the use of a system of methods correlated with the goals and objectives, their compliance with modern requirements for pedagogical research; reliance on the basic theory and practice of pedagogical science, evidence and consistency of the results; the unity of theoretical, research work with practical activities; the use of methods of statistical processing of the results.

Implementation of research results. The course of the study, its main provisions and the results were discussed at the meetings of the departments of pedagogy, theory and methods of teaching of law Kazan (Volga region) Federal University; reported at international scientific conferences, all-Russian scientific-practical conferences, and also according to the study 17 works were published, including 6 articles in peer-reviewed journals, recommended by Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation.

The following provisions are submitted for protection:

1. The specified structural structure of professional and legal competence of teachers presented by unity of the leading components: motivational and legal (legal motives, the purposes, aspiration to legal activity, the personal orientation to result in studying of bases of the right and understanding of need to carry out professional activity with the support of legal norms, legal responsibility for consequences of this activity), cognitive and legal (awareness of the contents of the main branches of the right and mechanisms of legal regulation of public life, knowledge of legal norms), regulating pedagogical activity and the process of performing work duties, the ability to find new sources of legal information, the ability of

practical implementation of theoretical legal knowledge for solving vocational and legal problems, the ability to organize cognitive, educational professionally-oriented activities of students), socio-legal (socio-legal initiative, communication, ability to adapt to new working conditions, ability to active social and legal cooperation, cooperation in the framework of the law, active participation in the social and legal activities of the student, psychological and pedagogical awareness and possession of methods of action focused on interpersonal interaction in the framework of law with students, colleagues, administration, free presentation of their thoughts, etc.), special legal (citizenship and patriotism, the formation of legal thinking, legal consciousness, the ability and willingness to protect their civil rights), reflexive legal (ability to predict the result of legal training and the ability to analyze the effectiveness of professional legal activities).

2. The model of formation of professional and legal competence of future teachers in the process of project training has the following blocks:

- the target block (purpose: to form professional and legal competence of future teachers; objectives: improving the quality of legal training of future teachers, the study of methodological foundations of project training, disclosure of the content of each component of the structure of professional and legal competence, creative application of professional skills; principles: humanism, continuity, scientific, professional orientation);

- structural unit (structure of professional competence of the future teacher: cognitive-legal, motivational-legal, social-legal, special-legal, reflective-legal components of the structure of professional-legal competence);

- content-process block (implementation in a sequence of short-term information group projects, medium-term research pair projects, long-term creative individual course projects, the implementation of the course project in teaching practice; learning tools: scientific, methodical literature, graphics and computer programs, the scheme of the project, PowerPoint presentation; teaching methods: verbal, visual, practical, group discussion; heuristic conversation; brainstorming; project-based learning, web-quest, business and role-playing, problem-based learning, interviews, case study);

- evaluation unit (criteria (cognitive-legal, motivational-legal, social-legal, special-legal, reflexive-legal) and their indicators, levels(low, medium, high), assessment of the formation of professional-legal competence in the process of project training (methods of assessing the formation of the leading components of the structure of professional-legal competence of the future teacher);

- effective unit (achieving the goal - the formation of professional and legal competence of the future teacher).

3. In order to ensure the effective functioning of the model of formation of professional competence of the future teacher in the process of project training it is necessary to implement the following pedagogical conditions, distributed in 3 blocks:

- motivational-value block (development of students ' motivation to achieve success in the implementation of the model; formation of positive and value attitude to project activities in the development of professional and legal competence of future teachers);

- organizational and content block (organization of the educational process based on the active independent and systematic work of students on the development of components of the structure of professional and legal competence of future teachers; organization of the process of project training of students, taking into account the interdisciplinary knowledge in the study of components of the structure of professional and legal competence; organization of the learning process, taking into account the creative, research abilities of students and the need to form in the educational process of legal competence, defined by professional

standards, and differentiation of students according to the typology of students in the dominant function in the implementation of the project; the use of active methods in the process of project training in the formation of professional and legal competence of future teachers; consistent increase in the nature of the complexity of projects in the formation of professional and legal competence of future teachers; organization of the educational process focused on the creation of situations as close as possible to the real conditions of professional and legal activities of the teacher);

- effective block (the ratio of goals and results on the basis of the model of formation of professional and legal competence in the process of project training).

4. Implementation of project training within the framework of the complex program "Formation of professional and legal competence of future teachers in the process of project-based training" as a structural element of the model, which is carried out as a differentiated continuous step-by-step process from acquaintance with its basics to creative self-realization of students. Differentiation is expressed in the allocation of the typology of students on the dominant function in the implementation of project training. The continuity and step-by-step application of project-based learning to promote professional and legal competence of the future teachers expressed in create post the implementation of projects (from media to creative) and gradually increase their complexity. In particular, the three-stage implementation of projects includes: stage I-the study of the basics of project activities, which is expressed in the implementation of short-term group information projects, preparation of the project "Set of appeals and applications, complaints and petitions required in the work of the teacher." Stage II - a comprehensive review of all the leading components of the structure of professional and legal competence of the future teacher through the implementation of medium-term group research projects on their study and creative self-realization of students, focused on the disclosure of the content, the structure and methods of formation of the structural components of professional and legal competence of the future teacher through a certain method of training by performing long-term individual course projects and presentation of the creative project on the formation of the reviewers of the experimental group of legal competence of students: preparation of a set of lesson plans and extracurricular activities with their further implementation in teaching practice, which is the third stage of project training.

The structure of the thesis. The thesis consists of introduction, two chapters, conclusion, list of abbreviations, list of references and Appendix. The work contains 19 figures and 28 tables.

THE MAIN CONTENT OF THE THESIS

In the first chapter "Theoretical aspects of the formation of professional and legal competence of future teachers in the process of project-based training" analyses of studies on the disclosure of the content of professional and legal competence of the teacher, presents its structural and content characteristics, identified the pedagogical potential of project training as a means of formation of professional and legal competence of the future teacher, presents a system of pedagogical support for the formation of professional and legal competence of future teachers in the process of project training.

As a result of consideration of approaches to the interpretation of the concept of "professional legal competence" in the works of different authors in our study, this concept is understood as an integral property of the individual, based on the legal values of society, reflecting the willingness and ability to apply legal knowledge, skills, to carry out legal protection, legal education, education and development, to form a legal culture, civil position

and patriotism, a positive attitude to legal traditions and enter into positive legal relationships in the process of professional activity.

To date, the issues of legal training of teachers are relevant due to the regulation of legal acts of the need to improve the quality of training of teachers who possess professional and legal competence in the framework of its activities and the formation of legal culture of students. These requirements are reflected in such legal acts as the Federal law "on education in the Russian Federation", the Federal law "on basic guarantees of the rights of the child in the Russian Federation", the Fundamentals of the state policy of the Russian Federation in the field of legal literacy and legal awareness of citizens, approved by the President of the Russian Federation, the Decree of the Government of the Russian Federation "on the national doctrine of education in the Russian Federation", etc.

Based on the analysis of the works, revealing the structure of professional legal competence of the teacher, particularly researches of A.V. Korotun, Ye.YU. Odinkovoy, M.A. Sobolevov, G.SH. Sypachevov, N.V. Yurasyuka, also considering the frequent recurrence of certain structural components of the formulation with the closest lexical value of a synonym and lack of unanimous opinion on the consideration of using a single concept, in the solution to this problem by separating the generalized categories for all structural components of professional legal competence of future teachers. We present these categories as the following structural components of professional legal competence: cognitive-legal, motivational-legal, social-legal, reflective-legal, special-legal, organizational-managerial, scientific-research, cultural-educational. The structure of professional legal competence has been expanded to include a special legal component. This is explained by the fact that according to the requirements of the professional standard in the number of labor functions of the teacher included the formation of citizenship and tolerance, etc.

To identify significant structural components of professional and legal competence of the teacher, the most fully disclose its formation, we used the method of allocation of an essential component of the statistical array of data (V. Grehovodov, N. Ah. Kopteva). The analysis carried out that the basic structural leaving professional and legal competence of the teacher, formed in the process of project training, are cognitive-legal, motivational-legal, social-legal, special-legal, reflective-legal.

Analysis of scientific sources allowed to determine project-based learning as one of the important technologies that contribute to the connection of theoretical knowledge with practice, self-reliance and creativity of graduate students. The analysis of the theoretical foundations of project training: concept, content, goals, principles.

In the study, project-based training is defined as activities for the development of future specialists processes aimed at in-depth study of phenomena and objects that contribute to the creation of a new product (material or intellectual), carried out by students through successive project actions under the supervision of the teacher; it is possible to combine their educational, research and professional activity.

The characteristic features of project-based training in the formation of professional legal competence of the future teacher, including its research function and focus on the result, the solution of a real legal problem, significant for the student and others, independence, personal participation of students in the project, the formation of skills of information legal search, the ability to trace personal dynamic indicators in the formation of professional legal competence, etc. are highlighted.

In this study, an attempt is made to identify the typology of subjects of training in the dominant function in the implementation of the project, taking into account the fact that students in the implementation of project activities tend to perform a specific function most

interested, productive, with the greatest impact and focus on results. Such types as: theorist (characterized by interest in the study of the theoretical basis of the problem, expressed in the study of scientific and methodological literature, the historical basis of the issue); the organizer (mainly invests in the organization of the group, self-organization, planning stages, distributes roles, is responsible for the timely implementation of each stage of the project, exchanges organizational information on the project with the teacher); thinker (characterized by activity in thinking through options for solving the problem, the problem); researcher (prefers to take an active part in the organization and conduct of research: survey, experiment, observation, comparison, etc., analysis of the experimental data); editor (interest in the design of the research results, technical preparation and presentation); speaker (this type has the ability of public speaking and wants to present to the public the result, to make a presentation of the material on the project); practitioner (in the implementation of the project the most exciting for him is the interest in the practical application of new knowledge, practical implementation of the project).

The importance of project training in the development of each leading component of the professional and legal competence of the future teacher is revealed. Thus, the project contributes to the formation of cognitive-legal, social-legal, motivational-legal, reflexive-legal, special-legal components of the structure of professional-legal competence of the future teacher, which is expressed in the positive dynamics of their formation. The formation of the cognitive-legal component of the structure of professional legal competence of the future teacher is manifested in the consolidation of the theoretical base of legal knowledge with practical skills, in increasing the share of knowledge about the project technology, and in all branches of law, expanding the legal knowledge base of students. In the process of working on the project, communication skills, interpersonal interaction in the implementation of professional and legal activities are developed, which is an indicator of the formation of the social and legal component of the structure of professional and legal competence of the future teacher. The motivational and legal component of the structure of professional and legal competence of the future teacher determines the interest of the topic under study in the framework of law, focus on achieving a law-oriented goal, a positive result of legal training, awareness of the importance of legal awareness, which contributes to the effective assimilation of legal knowledge. Stages of the project involve the implementation of reflection on the results of the work, which in turn is manifested in the comparison of the results of the subjects of project training with each other, the implementation of internal reflection and the ability to anticipate and solve possible professional and legal issues, due to which the development of the reflective legal component of the structure of professional and legal competence of the future teacher. Implementation of projects contributes to the education of patriotism, the formation of citizenship and legal culture, and as a consequence of the formation of a special legal component of the structure of professional competence of the future teacher.

Considering the issues of pedagogical potential of project training in the formation of professional legal competence of the future teacher, it is important to note its focus on the development of personal and professional qualities of the future teacher, increasing the level of motivation, the formation of the ability to effectively apply legal knowledge in the implementation of competencies in the future, creative implementation in practice, cognitive and socio-legal activity, the effectiveness of interpersonal interaction as in the study of the foundations of law, and in future implementation activities in the professional legal field, transition from reproductive learning to productive, the possibility of future independent professional legal design on the basis of training.

To clarify the goals, structural composition, methods of evaluation of the PC and create effective conditions for the formation of highly qualified specialists who possess the basics of law in the performance of teaching activities, we present a system of pedagogical support for the formation of professional legal competence of future teachers, which includes a model of formation of professional legal competence of future teachers using project training and conditions for its effective implementation (Fig. 1).

The model contains the target block (the purpose, tasks, principles), the structural block (the structure of professional and legal competence of the future teacher), the content-procedural block (implementation of the complex program "Formation of components of professional and legal competence of future teachers by use of project training" assuming project activity of students), the estimated block (criteria: cognitive-legal, motivational-legal, social-legal, special-legal, reflexive-legal; levels: low, medium, high; assessment of the formation of professional and legal competence in the process of project training: methods of assessing the leading components of the structure of professional and legal competence of the future teacher) and effective unit (achieving the goal - the formation of professional and legal competence of the future teacher).

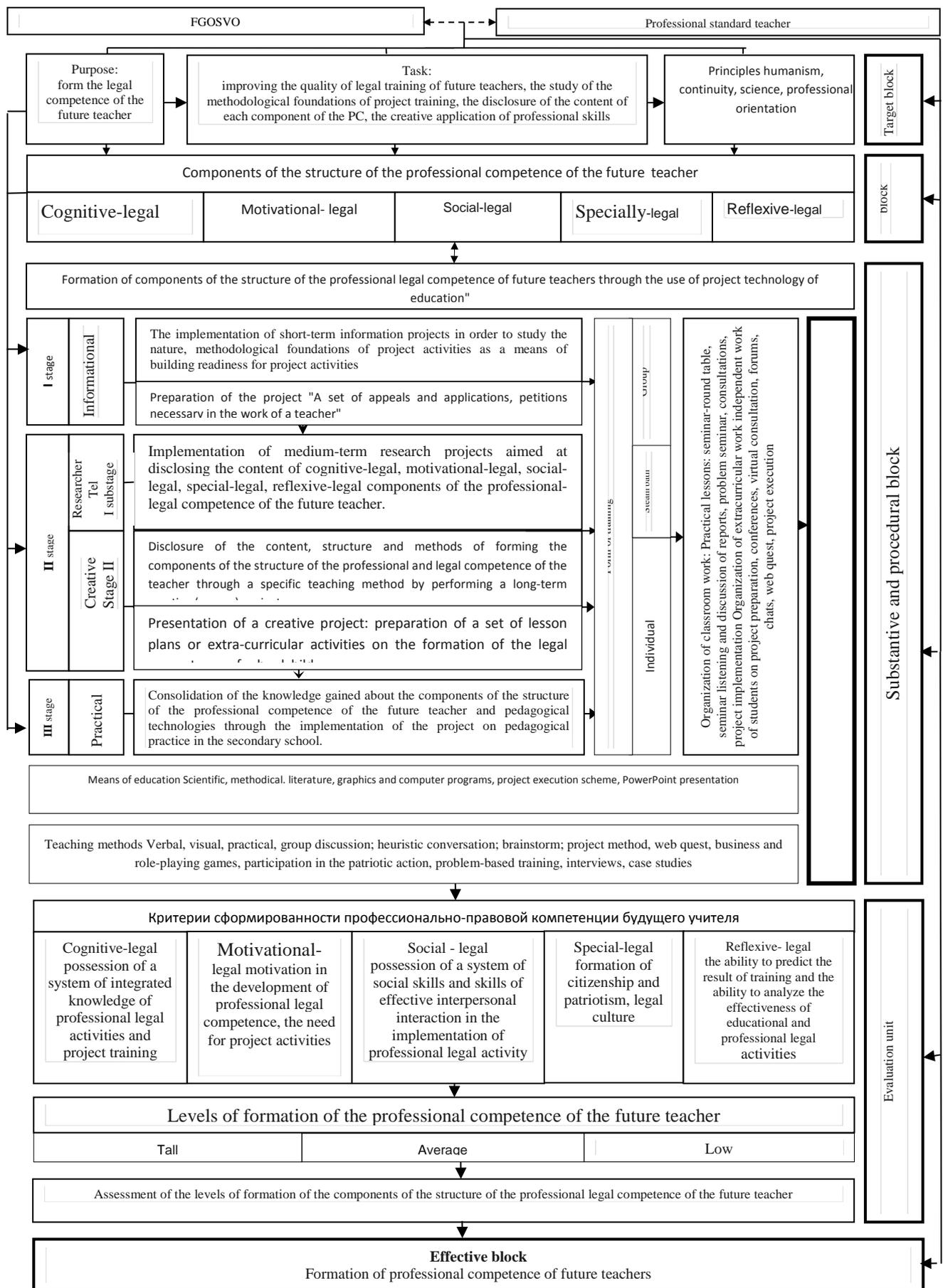


Figure 1. Model of the formation of professional and legal competence of the future teacher in the process of project training

The effectiveness of the model of formation of professional legal competence of the future teacher in the process of project training depends on the pedagogical conditions, systematized in three blocks: 1) motivational-value (development of students' motivation to succeed in the implementation of the model; the formation of positive and value attitude to the project activities in the development of professional legal competence of future teachers); 2) organizational and content (organization of the educational process based on the active independent and systematic work of students to master the components of the structure of professional and legal competence of future teachers; organization of the process of project training of students, taking into account the interdisciplinary knowledge in the study of the components of the structure of professional and legal competence; organization of the learning process, taking into account the creative, research abilities of students, taking into account the need to form in the educational process of legal competence, defined by the professional standard of the teacher and differentiation of students by the typology of students in the dominant function in the implementation of the project; the use of active methods in the process of project training in the formation of professional and legal competence of future teachers; consistent increase in the nature of the complexity of projects in the formation of professional and legal competence of future teachers; organization of the educational process focused on the creation of situations as close as possible to the real conditions of professional and legal activities); 3) effective (the ratio of goals and results on the basis of the model of formation of professional and legal competence in the process of project training).

The second chapter "Experimental substantiation of the system of pedagogical support for the formation of professional and legal competence of future teachers in the process of project-based training" is devoted to the testing of the system of pedagogical support for the formation of professional competence in the process of project training, the description of the progress and results of experimental work to verify its effectiveness.

The experiment involved students of Kazan (Volga) Federal University, Elabuga Institute of Kazan (Volga) Federal University, Naberezhnye Chelny state pedagogical University, students in the direction of learning 44.03.05-Pedagogical education with two profiles of training in the amount of 126 people (EG – 63, KG - 63).

To assess the level of professional and legal competence of the future teacher in the process of project-based training, the following criteria were used: cognitive-legal, motivational-legal, social-legal, special-legal, reflexive-legal. The selected criteria correspond to the content structure of professional and legal competence.

The cognitive criterion is evaluated by a test of knowledge of the basics of law and descriptor analysis.

Assessment of the motivational criterion is carried out by applying modified methods of "self-esteem professional-legal motivation" N.P. Fetiskina and descriptor analysis.

The assessment of the social and legal criterion is carried out by means of the modified methodology of the social and legal competence of students in higher school and descriptor analysis. The special legal criterion is evaluated by means of the modified method of "Citizenship and patriotism", descriptor analysis.

The assessment of the reflexive-legal criterion is carried out by means of the modified technique of E. Rukavishnikov to determine the level of formation of professional-legal reflection and descriptor analysis.

The objectives of the ascertaining stage were to identify the initial level of formation of professional and legal competence of future teachers during the 1st year. According to the results of the analysis at this stage, it is determined that there are no significant differences in

the control and experimental groups when considering all the leading components of the structure of professional and legal competence of the future teacher, which is confirmed by the calculations of the student's t-criterion, the absence of significant differences at the level of significance of 99%.

The relationship between the components of professional legal competence at the ascertaining stage was determined by the Pearson correlation coefficient. Analysis of the results of the application of this statistical method suggests that of the totality of possible links components of professional and legal competence in the control group is essential relationship at the level of significance of 95% between the motivational and legal and special legal, special legal and reflexive legal components. Less significant correlation is 90%, it is manifested in the dependence of the reflexive-legal and socio-legal. All other connections are irrelevant.

A significant correlation between the components of the structure of professional competence of future teachers in the experimental group at the ascertaining stage at the levels of significance of 95% and 90% is represented only by two indicators of dependence of such components as motivational-legal and cognitive-legal, reflexive-legal and special-legal. Correlation of the nucleus in this galaxy is not observed, other relationships are insignificant. Thus, the results of the study of relations between the components of professional legal competence in both the experimental and the control group at the ascertaining stage of the study indicate the presence of correlation links, but they are not so much and the tightness of these links is weak ($r_{xy} < 0.3$).

At the forming stage (2015-2017), students of the experimental group worked within the framework of the complex program "formation of components of the structure of professional and legal competence of future teachers through the use of project-based training" which is a structural element of the student learning model through project activities. Within the framework of this complex program, implemented within the framework of the model, the stages and features of the consistent application of project training in order to form the professional and legal competence of future teachers, in particular the three-stage implementation of projects (from information to creative): the first stage is the formation of an emotionally positive attitude to project training, the study of the basics of project activities, information processing, its presentation and evaluation of results. This stage is expressed in the implementation of short-term group information projects on the 2nd course in the framework of the module "Project training". At this stage carried out the work on the preparation of the information group of the project "Code of appeals and petitions, complaints and motions required in the work of the teacher", which was prepared during the extracurricular activities of the respondents in EG. This activity included the search, collection, analysis, generalization of samples of applications and appeals required in the work of the teacher.

The second stage is focused on the disclosure of the content of the leading components of the structure of professional and legal competence of the future teacher, to master the operations and methods of action in situations of professional and legal nature, motivation for the further implementation of legal activities, the implementation of reflection on the results of this activity and effective social and legal interaction in professional activity, the determination of students of the qualities necessary to develop in the educational process through work on the project. It includes 2 sub-steps. At the first stage, all the leading components of the structure of professional and legal competence of the future teacher were considered, in particular, knowledge about the basics of motivational, legal, social, legal, special legal and reflexive legal components through the implementation of medium-term

paired research projects on their study at the 2nd and 3rd courses within certain modules of pedagogical disciplines. The second sub-step is practice-oriented and involves creative self-realization of 4th year students through the implementation of long-term individual course projects, revealing the content, structure and methods of forming the structure of professional and legal competence of the future teacher through a certain method of training and presentation of the creative project on the formation of legal competence of students: preparation of the lesson plan and extracurricular activities for the formation of the legal competence of students and further implementation of these course projects in teaching practice in secondary school. Pedagogical practice was considered as the third stage of the complex program implemented within the model of formation of professional and legal competence of future teachers in the process of project training.

The program allows you to determine the content, conditions, methods of formation of each component of professional and legal competence through the project.

At the control stage (2016-2017), diagnostics of all leading components of professional and legal competence of 5th year students was carried out using diagnostic techniques to determine the level of their formation after the implementation of the formative experiment. Also, the results are processed by means of student's t-test and Pearson correlation coefficient and descriptor analysis of the formation of the components of the structure of professional and legal competence of future teachers.

To verify the reliability of differences in the experimental and control groups, a statistical analysis of the mean values obtained before and after the forming stage of the experiment by means of the student's t-test was carried out. The study showed that statistically significant differences between students of the experimental and control groups according to the results obtained after the formative experiment were found at the level of 99% significance for all components of professional and legal competence of future teachers.

Also, the analysis of the dynamics of formation of the components of the structure of professional and legal competence of future teachers (figure 2) shows that the students of the experimental group with a high level at the control stage of the experiment significantly more than the ascertaining. In order to present the generalized results of the level of formation of professional legal competence of the future teacher in the process of project training of the respondents of the experimental and control groups was carried out the calculation of the standard deviation and the average value of cognitive-legal, social-legal, motivational-legal, reflective-legal, special-legal criteria.

The strength of the correlation between the leading components of professional legal competence was revealed using the Pearson correlation coefficient (r_{xy}) method.

Comparison of the obtained results shows that at the control stage of the experiment the number of students of the experimental group with a high level of formation of components of professional and legal competence has become more than in the control group.

At the control stage of the experiment, the correlation matrix of the relationship of the components of the professional legal competence of the experimental group differs from the correlation matrix of the control group in the total number of links and their quality. The strongest connection in the experimental group is manifested at the level of 99.9% significance between the motivational-legal and cognitive-legal, reflexive-legal and cognitive-legal, motivational-legal and reflective-legal components. Less weak connection at the level of 99% significance is observed between motivational-legal and special-legal, social-legal and motivational-legal, cognitive-legal and social-legal, cognitive-legal and special-legal components. At the level of significance 95% - socio-legal and reflexive-legal components. The core of the correlation matrix is the motivational and legal component.

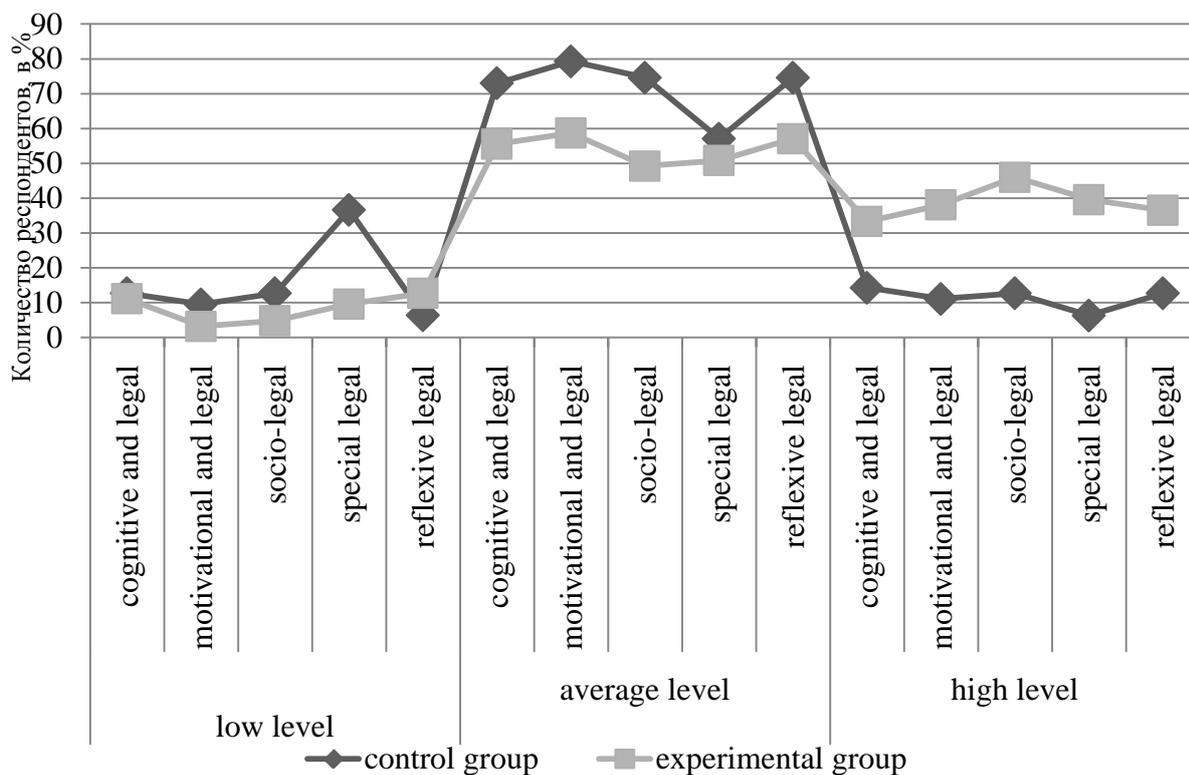


Fig. 2. Comparative characteristics of the dynamics of the leading components of the structure of professional and legal competence of future teachers of control and experimental groups at the control stage of the experiment.

The increase in the strength of relations indicates a change in the number and quality of communication between the components of the structure of professional and legal competence of future teachers, the basis of which is the motivation to study all the leading components and their implementation in professional activities.

In comparison with the ascertaining stage of the experiment at the control stage of the experiment, all the correlations of the components of professional and legal competence of future teachers in the experimental group increased. An example is the transition of the correlation between the cognitive-legal and motivational-legal components from the significance level of 99% to the significance level of 99.9% or the transition from the insignificance level to the significance level of 99% (special-legal and motivational-legal, etc.).

The change in the number and increase in the strength of links between the components of the structure of professional and legal competence of the respondents of the experimental group, in comparison with the initial results and indicators of the control group, indicates the formation of motivation to study all its leading components and their further implementation in professional and legal activities.

The analysis of the results of correlation relations of the leading components of the structure of professional and legal competence of the future teacher in the experimental group leads to the conclusion that high motivation causes social, legal activity and as a consequence the interest in the professional and legal sphere. Motivation is a condition of readiness for professional and legal cooperation with teachers and representatives of the student team, the desire to self-actualize in the legal sphere.

At the same time, the correlations of the components of the professional and legal competence of the control group after training under the traditional program also changed,

however, their number is less in comparison with the indicators of the experimental group, and the quality of these relations is less strong and stable.

Determination of the effectiveness of the proposed system of pedagogical support for the formation of professional and legal competence of future teachers in the process of project training was also carried out through the use of descriptor analysis of all the leading components of the structure of professional and legal competence. The effectiveness of their formation was evaluated by the results of pedagogical practice, held on the basis of secondary schools with the participation of students of 4 courses of control and experimental groups. The representatives of the experimental group implemented their course projects in pedagogical practice, and the control group did not carry out this activity, passed the practice according to the program established by the educational organization.

At this stage, the research work was carried out by observation, carried out in conjunction with school teachers and practice leaders who were directly involved in the organization and conduct of the practice. The indicators were reflected in the questionnaires of school teachers, who evaluated the results of the practice on the proposed descriptors.

Table 1 summarizes the results of the descriptor analysis.

Table 1

Comparative analysis of average indicators of formation of components of the structure of professional and legal competence of the control and experimental groups on the results of descriptor analysis of pedagogical practice (%)

Constituent structures of professional legal competence	Levels of formation of professional legal competence in the EG and the CG					
	High		Medium		Low	
	EG	CG	EG	CG	EG	CG
Cognitive-legal	21,6	35,9	46,1	43,85	32,3	20,3
Motivational-legal	26,8	41,3	44,6	41,6	28,6	17,1
Social-legal	28,3	34,9	44,1	42,9	27,6	22,2
Special-legal	27,8	35,7	45	44,3	27	20
Reflective legal	21,6	34,7	46,3	42,5	32,1	22,8

Thus, a synthesis of the evaluations of teachers according to the results of the pedagogical activities of the respondents gives an opportunity to note the predominance of medium and high levels of professional legal competence. In comparison with the control group in the experimental group, the indicators of a high level of formation of the components of the structure of professional legal competence is more effective, in particular, the formation at a high level of social and legal component prevails by 6.6%, reflexive legal-13.1%, cognitive-legal by 14.3%, motivational-legal by 14.5%, special – legal by 7.9%. A comparative analysis of the indicators of KG and EG according to the results of this assessment shows that the indicators of all components of the high level of development of the PC increased on average from 6.6% to 37.16%. At the same time, teachers and supervisors of the practice spoke positively about the work of students of the experimental group, their activity during the internship.

In conclusion, the theoretical and experimental results of the study are summarized, the main conclusions are formulated.

1. In the context of competence-based approach to training, the structure of professional and legal competence of future teachers, including cognitive-legal, motivational-legal, social-legal, special-legal and reflexive-legal components of professional and legal competence of the future teacher, is concretized.

2. It is defined that the project-based training promoting consolidation of theoretical legal knowledge by practical skills, development of communicative abilities, ability of interpersonal interaction within the framework of law-oriented activity, development of research skills, positive result of legal training, legal motivation, implementation of reflection on the results of legal training and professional legal activity has a great pedagogical potential in the formation of professional competence of the future teacher, ability to foresee and solve in the future problematic issues of professional and legal nature, expansion of the legal knowledge base, research independence of students, etc.

3. It is proved that the formation of professional and legal competence of the future teacher using the potential of project-based training should be carried out on the basis of the developed and tested in practice pedagogical model, which is a set of necessary and sufficient components and provides significant results in creating favorable conditions for the preparation of a competent teacher.

4. It is revealed that the achievement of this goal is provided by the implementation of scientifically-based pedagogical conditions that ensure the effectiveness of the process of formation of professional and legal competence of the future teacher in the process of project training, which is represented by 3 blocks: motivational-value, organizational-content, effective.

At the same time, the study does not exhaust all the possibilities of optimizing the educational process, focused on the formation of professional and legal competence of the future teacher in the process of project training. Promising research may be to consider other pedagogical conditions for the formation of professional competence of the future teacher in the process of project training, the use of other means and methods; questions of professional development and retraining of teaching staff aimed at the use of project training in their teaching activities, to consider in more detail each component of the structure of professional and legal competence of the future teacher; issues of application in the educational process not only project training in the formation of components of professional and legal competence, but also other technologies, other ways of assessing these components; the study of components of professional and legal competence apart and in a complex.

The main content of the thesis is reflected in the following publications of the author:

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